DOCUMENT RESUME

ED 386 139 HE 028 547

AUTHOR Frederickson, H. George
TITLE State University System of Florida Program Review in Public Administration.
INSTITUTION State Univ. System of Florida, Tallahassee.
REPORT NO BOR-93-1
PUB DATE Oct 94
NOTE 94p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Change Strategies; Educational Change; Educational Policy; Graduate Study; Higher Education; Institutional Evaluation; Peer Evaluation; *Program Evaluation; *Public Administration Education; Self Evaluation (Groups); *State Universities
IDENTIFIERS Florida Atlantic University; Florida International University; Florida State University; *State University System of Florida; University of Central Florida; University of North Florida; University of South Florida; University of West Florida

ABSTRACT

This volume contains the evaluations and recommendations of the public administration program review conducted for the institutions of the Florida State University system by a team of peers from other institutions. Study components included a system orientation, site visits to each institution, and self-studies prepared by the university faculty coordinators at each institution. Section 1 contains an overview of the system's public administration programs including 11 recommendations for change. The overall review found that there were no organizational arrangements that deviated in a serious way from acceptable practices in the field. Section 2 contains reports, each prepared by a different person, on the following individual programs and institutions: Florida State University's School of Public administration and Policy; University of South Florida's Master of Public Administration Program; University of West Florida's Master of Public Administration Program; University of Central Florida's Department of Public Administration; Florida Atlantic University's Public Administration Program; University of North Florida's Master of Public Administration Program; and Florida International University. Appendixes contain information on the evaluation team, a list of university faculty and Board of Regents coordinators, the site visit schedule, and mission statement of the Collins Center for Public Policy. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 139

PUBLIC ADMINISTRATION PROGRAM REVIEW

STATE UNIVERSITY SYSTEM OF FLORIDA

OCTOBER 1994

BOR 93-1

LE 628 S47

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

State University System of Florida

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

State University System of Florida

Program Review in

PUBLIC ADMINISTRATION

Dr. H. George Frederickson

The University of Kansas

January, 1994

TABLE OF CONTENTS

INTRODUCTION 1

SECTION I: An Overview of SUS Public Administration Programs 2

SECTION II: The Individual Campuses 10

Florida State University
School of Public Administration and Policy 11

University of South Florida
Master of Public Administration Program 22

The University of West Florida
Master of Public Administration Program 29

The University of Central Florida
Department of Public Administration 39

Florida Atlantic University
Public Administration Programs 51

University of North Florida
Master of Public Administration Program 59

Florida International University
Public Administration Program 64

Appendix A: Curriculum Vita: Lead Consultant 77

Appendix B: Public Administration Program Review Consultants 87

Appendix C: University Faculty and Board of Regents Coordinators 88

Appendix D: Site Visit Schedule 89

Appendix E: The Collins Center 90

INTRODUCTION

This report contains the evaluations and recommendations of the public administration program review conducted by the consultants listed in Appendices A&B. The university faculty coordinators and Board of Regents (BOR) program review coordinators are listed in Appendix C. All of the consultants met in Tallahassee for a five-hour orientation with the BOR staff on October 11, 1993. Included in that orientation was the site visit schedule used to conduct the review, attached as Appendix D. In all cases, the university faculty coordinators prepared self-studies following the BOR self-study format instructions. The consultants found these self-studies to be generally thorough, informative and fully responding to the self-study criteria set out by the Board of Regents.

The consulting group was ably assisted in the organization of its work, in scheduling, and in the preparation of this report by Joel (Ron) Nelson of the staff of the Board of Regents. His effectiveness and knowledge of higher education in the State of Florida has been invaluable. His organization of the entire review process was very professionally done. We also wish to thank Dr. Patricia Hansen, the acting Vice Chancellor for Academic Programs, and Dr. R.E. LeMon, the Director of Program Review, as well as several other staff members of the Board of Regents for meeting with us during the orientation. Their comments and observations were most helpful in the preparation of this report.

The consulting group wishes to thank the program directors, faculty members, students, graduates and public administration professionals with whom we met on the individual campuses of the system. They were, without exception, cooperative, forthcoming and highly professional.

Public Administration and the University Structure

Professional fields such as education, law, medicine and business tend to have separate schools or colleges in American universities. The field of public administration has a wider range of acceptable organizational arrangements. Because the field grew out of political science, in many universities it is still administratively connected to political science and to the liberal arts disciplines. The MPA degree programs at North Florida and West Florida are illustrative of this arrangement. At Florida State University, the School of Public Administration and Policy, granting both an MPA and Ph.D., is in the College of Social Sciences, which reflects the connection between public administration and the liberal arts. In much the same way, the Public Administration Program at the University of South Florida is housed in the Department of Government and International Affairs which is part of the College of Arts and Sciences.

Another common arrangement for public administration programs is to group them with comparable fields such as planning, criminal justice, urban studies, social work, and health administration. The common thread in this arrangement is that the grouping includes academic fields that are applied, interdisciplinary, professional, and associated with public service. This arrangement is found in the College of Urban and Public Affairs of Florida Atlantic University, which grants the BS, the MPA and the Ph.D. The same degree programs are in place at Florida International University, where they are housed in a Department of Public Administration which is part of the School of Public Affairs and Services. At the University of Central Florida, the bachelors and masters degrees are offered by a Department of Public Administration which is part the College of Health and Public Affairs.

There is no single best organizational arrangement for public administration. The accrediting body in the field, (the Commission on Peer Review and Accrediting of the National Association of Public Affairs and Administration) in its "standards and guidelines" for the masters degree, requires the public administration faculty of accredited programs to "have substantial determining influence" over curriculum, course scheduling, hiring, promotion, and tenure. So long as this, and the other accrediting standards and guidelines are satisfied, any of the above organizational arrangements are suitable. It is understood, however, that public administration faculty members should have (or should have had) a voice in the setting up of organizational arrangements for public administration degree programs.

Each of the sections of the Report which deal with the individual universities and their public administration programs, treat specific issues associated with the organizational arrangements on each campus. While some organizational arrangements are working better than others, as a general observation, there were no organizational arrangements that deviate in a serious way from acceptable practices in the field.

RECOMMENDATION 1: Public administration program faculty members should continue to retain "substantial determining influence" over their programs in whatever organizational arrangements have been established, so long as the public administration faculty have had a voice in establishing those arrangements.

Governmental Needs, Teaching, Research and Public Service

One of the issues of this review encompassed the Public Administration programs' capability to meet the changing needs of government and the appropriateness of the mix of teaching, research and public service. Public administration is an applied, interdisciplinary, professional field which prepares both pre-career and in-career persons for work in public (governmental and non-profit) organizations. As a general observation, the faculty is qualified, the curricula appropriate, and the standards of teaching, research and service are suitable. The public administration degree programs in the SUS are generally meeting the changing needs of government at all levels in Florida. Based on our meetings with program graduates, program visiting committee members, students, and others, the public administration degree programs in Florida are improving the quality of the public service in Florida, and thereby, the quality of the management of public organizations and the implementation of public policy.

RECOMMENDATION 2: SUS public administration programs should stay on course in terms of faculty qualifications, curriculum content and delivery, public service, and research and scholarship.

The Role of Applied Research and Service

Because public administration is applied and professional yet closely associated with the social sciences and liberal arts, there can be tension between the needs for applied research and public service on the one hand and the traditions of liberal arts scholarship on the other. Several of the individual campus reports specifically treat this subject. As an overall observation we find that public administration faculties have generally satisfied the demanding scholarship requirements of their schools and colleges while meeting the needs for applied research and public service.

RECOMMENDATION 3: Requirements for public administration faculty to meet school, college and university scholarship standards while responding to applied research and public service demands should be retained.

Continuity of Program Review with Accreditation Reviews

A problem that consistently came to the attention of the consultants during the site visits was duplicative effort by the program faculty and staff when preparing for both accreditation and program review self-studies and site visits. The Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration conducts accreditation visits on a seven year cycle and that cycle is generally compatible with the SUS Academic Program Reviews. It would be relatively easy to conduct coordinated SUS Academic Program Reviews and Accreditation Reviews. . . .

To reduce duplication of effort, it is recommended that certain features of the two processes be coordinated. Specifically it is recommended that accredited Florida MPA programs and the Board of Regents agree on a common schedule, and that the locally prepared self-study at the effected institutions be coordinated to satisfy the requirements of both processes while reducing duplication of effort.

To effect such an agreement, the schedules of each process would need to be brought together. For example, if it is agreed that the next Regents Review/COPRA MPA accreditation would be in the 1999-2000 academic year, certain COPRA, MPA reviews would come a year or two sooner or later than originally scheduled. After the schedule adjustments made for the first coordinated review, all subsequent reviews would be in the same year, no longer requiring adjustments on the part of individual MPA programs. It is assumed that there would still be separate site visits.

The self-study documents required by COPRA and the Regents Review are very nearly the same. Those Florida institutions with accredited MPA programs and bachelors or doctoral degrees in public administration would need to separate the coverage of bachelors and doctoral degrees from the MPA COPRA self-study document.

The effected institutions with accredited MPA programs and the dates of their next scheduled COPRA review are: Florida State University (1999-2000), Florida International University (1996-1997), Florida Atlantic University (1999-2000), the University of South Florida (1994-1995), and the University of West Florida (1998-1999).

The Florida institutions granting the MPA that are not COPRA accredited are the University of Central Florida and the

University of North Florida. The University of Florida grants an MA with a public policy/public administration emphasis. All three of these institutions have indicated an interest in working toward accreditation.

RECOMMENDATION 4: In order to reduce duplicative activities, the Board of Regents should explore conducting joint reviews with the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration.

Demand for Public Administration Education

The last SUS program review concluded that the scope and character of public employment in the state of Florida would be sufficient to sustain the successful development of MPA programs on the seven campuses where they are authorized. Based on enrollment information, it appears that those predictions were accurate. All of the MPA programs in the state public institutions have an adequate enrollment base and, in many cases, more students than the institutions are able to accommodate.

The character of public employment in Florida has changed somewhat. These changes have tended to move in the direction of contracting-out to private or non-profit organizations. Because most of the students in most of the MPA programs are already employed, the student profiles have already begun to reflect these changes. In addition, the curricula have changed somewhat to respond to the changing nature of public\non-profit employment. Based on the enrollment experiences on the campuses, we found no evidence of slack in the demand for education in public administration.

RECOMMENDATION 5: As a general rule, enrollments in public administration programs across the states continue to be strong. All evidence indicates that a similar level of demand will continue in the foreseeable future. Public Administration programs enrollments and retention are on track and the programs should stay on course.

Public Administration Education at the University of Florida

This program review did not include a self-study, a site visit or a formal evaluation of public administration education at the University of Florida. The University of Florida, Department of Political Science offers a specialization in "public administration/public policy" in both the Masters of Arts and Doctor of Philosophy degrees in political science. The consultants found extensive advertisement (probably the most elaborate marketing of public administration programs in all of Florida) of the "public administration/public policy" specializations in the masters and doctoral degrees at the

University of Florida mailed to all the universities in the southeastern U.S.

Following the site visits and during the process of preparing this report, the lead consultant contacted officials at the University of Florida regarding this matter. Based on a conference telephone call which included representatives from UF's Academic Affairs, and the BOR staff, we determined that about one-third of the students in the MA programs in political science take the "public administration/ public policy" concentration. Graduates receive a certificate in "public administration/public policy" in addition to their MA diploma.

The political science department at the University of Florida appears to have a considerably more hospitable attitude toward public administration than was the case in the last review. There are many more faculty in American politics and government and in public policy, to include one professor who is fully qualified in the field of public administration and two others with some qualifications. In addition, some of their faculty in comparative government have backgrounds in "development administration" a version of public administration which applies primarily to developing countries. Many of the faculty are qualified in specialized fields of public policy. The department also stated an interest in moving further in the direction of public administration education.

It is acceptable to provide graduate education in public administration under the auspices of an MA in political science. We urge the University of Florida to increase their faculty qualifications in public administration if they wish to advertise a fully developed specialization in public administration/public policy. In the conference call they displayed a willingness to do that and to move in the direction of developing sufficient faculty competence to achieve accreditation and possibly even develop a separate professional masters degree, the MPA.

In the meantime, the University of Florida should discontinue broadly based marketing of a public administration/public policy specializations in the MA and Ph.D. in political science until they strengthen the PA program and are prepared to participate in BOR program reviews in the field.

RECOMMENDATION 6. That the University of Florida develop further faculty strengths in public administration and participate in future BOR program reviews in the field.

<u>Public Administration Education and the Florida Institute of Government</u>

There is a surprising level of fragmentation in public administration, particularly related to the field of continuing education, non-credit training workshops and short courses. The

State funds the Florida Institute of Government (IOG), a statewide institute offering short courses, training, and workshops in the field of public administration. On certain campuses of the State University System of Florida, the work of the Florida Institute of Government is closely coordinated as an outreach or extension of the faculty in public administration. This is most notably the case at the University of Central Florida and the University of North Florida. At several other universities, however, there is very little or no coordination between the work of the Florida Institute of Government and the faculties of public administration. The Florida Institute of Government has strong linkages and networks across the state with state, regional, and local officials. It is particularly well connected to the League of Florida Municipalities. By most measures it would be judged as a successful extension of the university for non-degree training in the field of public administration, yet it falls short with respect to its connections to most of the faculties in public administration across the state.

This matter is particularly important for Florida State University both because it is in the state capital, and because FSU has arguably the best developed program in public administration in the state. While the staff of the IOG have tried to increase faculty involvement, and are working hard on plans to foster better coordination with faculty, non-degree trainers, and the Florida citizenry, they need help from the BOR and the university administrations.

RECOMMENDATION 7: That there be much closer coordination between the work of the Florida Institute of Government and the departments and programs of public administration in the State University System of Florida.

<u>Public Administration Education and the Collins Center for Public Policy</u>

The Collins Center for Public Policy is a new Type I institution which has been recently approved by the Board of Regents. The Collins Center is housed at Florida State University. The focus of the center is on the public policy needs of the State of Florida. It has an extraordinary Board of Trustees including many of the most influential leaders in the State of Florida. The mission of the Collins Center for Public Policy is described in Appendix E.

The Collins Center for Public Policy has a remarkable scope of interests and a broad range of purposes. At present, for purposes of fiscal agency, the Collins Center is attached to the Law School at Florida State University. There is a very close connection between the purposes of the Collins Center and many of the features and purposes of education for public service. Faculty and graduate students have the expertise to do much of

the work described in the mission statement for the Collins Center. To avoid further fragmentation in the fields of public administration and public policy, we suggest that the Collins Center should establish a Board of Academic Advisors including leading public administration faculty members from the constituent institutions of the State University System of Florida. It would also be useful if two or three key academic leaders were included on the Board of Trustees of the Center. Using the expertise of public administration specialists could be important for the work of the Collins Center.

RECOMMENDATION 8. That there be close coordination between the Collins Center for Public Policy and the faculties of public administration of the constituent institutions of the State University System of Florida.

Public Administration Education and Diversity

There is impressive evidence of progress in diversity. Among the students, females average about half of the enrollments. Minorities average between 12% and 18% of enrollments. About 35% of faculty in the public administration programs are women, and 15% are minorities. Recognizing that much more needs to be done, the progress toward diversity in public administration education is most impressive and compares very favorably with public universities in most other states.

RECOMMENDATION 9: That the public administration programs build on their good diversity records.

Accreditation

As is the case with other professional fields, accreditation is particularly important in public administration. In public administration it is the masters degree (MPA) which is the terminal professional degree which is accredited. Five of the seven BOR institutions granting the MPA are accredited. They are: Florida State University, Florida International University, Florida Atlantic University, the University of South Florida, and the University of West Florida. Institutions granting the MPA which are not yet accredited are: the University of Central Florida and the University of North Florida.

RECOMMENDATION 10: All BOR institutions granting the MPA degree should seek accreditation.

Continuity of Program Review

The last Program Review of Public Administration programs was conducted by the Board of Regents in 1981. Because of the 13 year span between reviews, there has been a considerable loss of continuity in the evaluation process.

RECOMMENDATION 11: That the Board of Regents conduct academic program reviews in the field of public administration on a five to seven year cycle.

Section II

The Individual Campuses

FLORIDA STATE UNIVERSITY
SCHOOL OF PUBLIC ADMINISTRATION AND POLICY

Prepared by Frank J. Thompson

The core theme that runs through this report deserves to be on the table at the outset. The School of Public Administration and Policy at Florida State University has forged an impressive record of achievement. Among 220 institutional members of the National Association of Schools of Public Affairs and Administration (NASPAA), FSU's program clearly ranks within the top ten percent. But it is a program at risk. Given the tight fiscal constraints confronting the University, the School of Public Administration and Policy faces a troubled future--one marked by programmatic plateau and even decline--unless a bolder vision for the School is articulated and pursued. This report suggests possible paths toward this vision in the concluding section.

I. PROGRAM

The School of Public Administration and Policy at FSU offers strong programs at the undergraduate, master's, and doctoral levels. Undergraduates at FSU can minor in public administration or pursue coursework in it through the Interdisciplinary Program in Social Sciences. (Political science students can take public administration courses to help fill requirements for that major.) The undergraduate program in public administration has an arts and science flavor and appropriately avoids narrow "vocationalism." Teaching assistants offer most of the undergraduate courses, but the School's faculty members also participate.

Given the current emphasis on undergraduate education in Florida, the School's faculty has discussed whether to expand its undergraduate program in part as a vehicle for preventing further erosion in its resource base. Such action seems unwise on two counts. First, new resources are unlikely to accompany such a venture. Hence the initiative would further strain the graduate programs, which are already hard pressed for resources. Second, serious questions exist as to whether public administration is an appropriate degree for undergraduate students. To be sure, universities such as Duke and Princeton have developed extremely innovative and impressive undergraduate programs in public affairs. But mounting initiatives similar to those would require a substantial infusion of resources. The School currently sustains a sensible approach to undergraduate education and should not abandon it lightly.

The Master of Public Administration program possesses many strengths. Not surprisingly, the program sailed through NASPAA's

reaccreditation process with little difficulty last year. The report produced by the NASPAA site visit team found the program to be in compliance with all of its accreditation standards--curriculum, program jurisdiction, faculty, student admission practices, student services, support services, and facilities.

To be sure, the NASPAA site visit team did uncover certain trouble spots. Ultimately, the team recommended such steps as strengthening instruction on management information systems in the core curriculum, making sure that specializations achieve coherence, and doing more to find paid internships for MPA students. The School has responded to these and other suggestions, and appears to be well on the way toward ameliorating these weaknesses (at least those that do not call for greater resource investment by the university). Even allowing for these problems, the MPA program stands out as a well conceived and well implemented program--one that effectively prepares students for a range of public service careers in government and the nonprofit sector.

The doctoral program in public administration also possesses substantial strength. The School understands that the Ph.D. in public administration should not masquerade as a terminal professional degree for general administrators. Instead, it should emphasize research whether in academic or applied settings. Dissertations should seek to contribute to the basic literature of public administration and should not be applied consulting reports.

In view of the faculty's commitment to a research degree, it should come as no surprise that most graduates of the Ph.D. program wind up in academic settings. Of the 27 recipients of the Ph.D. from 1987 through 1992, 23 either hold faculty positions or serve in institutes of public administration. Ten of the students hold these posts at universities in the United States, including the University of Akron, the University of West Florida, the University of Oklahoma, and the University of South Carolina.

While a strong program, certain concerns about the Ph.D. offerings did surface during the site visit. Doctoral students complained that the School provided certain required courses (e.g., those in the policy analysis track) so infrequently that they could not complete their degree programs on time. It also caused them to take some courses out of sequence. Fiscal constraints along with the priority faculty place on offering the core curriculum for the MPA program in part account for these difficulties. Aside from these issues, several faculty expressed the view that the doctoral program had not undergone serious review since its creation about a decade ago. The doctoral evaluation to be conducted by the FSU graduate school next year

should afford an opportunity to iron out any defects in the current program.

Ultimately, the chief programmatic issue that the School needs to confront revolves less around the curriculum than its failure to serve as the central focal point for relations with state government (unlike, for instance, the Johnson School at the University of Texas, Rockefeller College at the State University of New York at Albany, or the Humphrey Institute at the University of Minnesota). FSU has not capitalized on its proximity to one of the major state governments in the country as much as it could to position itself vis-a-vis the state and to achieve national acclaim for this comparative advantage. Programs relating to state government are dispersed across campus at FSU thereby dissipating opportunities for synergy. The Florida Center for Public Management, for instance, currently operates in virtual isolation from the School of Public Administration and Policy.

II. STUDENTS

The School of Public Administration and Policy has established appropriate admissions standards for its degree programs. Admission to the MPA requires either a 3.0 average in the last 60 hours of the undergraduate major or a combined verbal and quantitative GRE score of 1000. Standards for the Ph.D. are higher. The School's admission criteria compare with those used by other public administration programs in the country.

It deserves note, however, that many students who do not meet these standards nonetheless take courses in the MPA program. This stems from the vigorous outreach to special students by the continuing education arm of the university. Once this unit receives permission from the School of Public Administration and Policy to list a course, special non-degree students who must only have graduated with a C average can sign up for as much as 12 credit hours of classes. While this practice may seem to be a departure from the kind of quality control one would associate with a first-rate program, the faculty did not complain that the practice seriously dilutes the quality of instruction.

As of 1992, the School enrolled about 120 MPA students and another 20 to 25 doctoral students at various stages of their degrees. When combined with the special admits, an estimated 280 graduate students were enrolled during the Fall Semester, 1993. This number certainly stretches the capacity of the faculty to provide superior instruction. Some students indicated that they found the MPA classes to be too large.

The degree productivity levels of the program seem reasonable. In 1992-93, the School awarded 38 MPA and five Ph.D.

degrees. Over half the students who enroll in the these two programs obtain degrees.

Limited financial support for students poses problems for the School. In the Fall Semester, 1993, the School had eight research assistants and five teaching assistants. Several of these students depend on the funds generated by the Jerry Collins Eminent Scholar in Public Administration. The eminent scholar has generously permitted the School to use funds associated with his chair to support these assistantships. Inadequate support for assistantships has pushed the School toward hard trade-offs. The School has decided to give up a faculty line (a step it can ill afford) in order to divert funds from that position to assistantships.

Assistantships primarily go to doctoral students. The School does not believe it can compete with other national programs to attract the best master's level candidates. This means that they tend "to lose the best of the lot" for the MPA program. Aware of the limited financial support for MPA students, the School does not recruit nationally for this program--a stance quite different from that of other major NASPAA programs.

The report written by the NASPAA accreditation team expressed concern about the relative paucity of paid internships for students. Specifically this team noted: "it is almost a scandal that in a public service environment as large and complex as Tallahassee no more than 7 to 10 paid internships can be maintained on a regular basis!" The program has moved to do better in this area and their efforts may well bear fruit.

The FSU public administration and policy program has taken important affirmative action steps. Women comprise nearly half of the MPA students and minorities about 25 percent. Women make up nearly half of the doctoral students and minorities almost 20 percent. Given that less money is available for minority assistantships than one might expect, these figures are a tribute to the commitment of the faculty of the School of Public Administration and Policy.

III. FACULTY

The School of Public Administration and Policy has 14 budgeted faculty--six full professors, five associate professors, and three assistant professors. About 65% of the faculty have tenure (two associates along with three assistants do not). These tenure and rank distributions are similar to those commonly found at universities.

It deserves note that the figure of 14 faculty overstates the resources available to the School. One faculty member is not assigned to teach in public administration. One other faculty member has substantial administrative responsibility in the office of the Dean of Social Sciences. These circumstances, the strong student demand for public administration, and the recent decline in faculty numbers in the School raise genuine concerns about the adequacy of faculty size.

The School has progressed toward greater diversity. Currently, four of the faculty are women (two full professors, one associate, and one assistant) and one is an African American (at the assistant professor level). While the School aspires to greater achievement of diversity goals, it deserves credit for the progress already made.

The available evidence indicates that faculty have impressive records in teaching, research, and service. The students and alumni we interviewed spoke very well of the instruction they received. Many of the faculty engage in service projects with the State of Florida and other public entities. The great majority of the faculty are also active researchers. Refereed articles, rather than scholarly books, receive priority and faculty records reflect that preference. Faculty members have published in such prestigious general journals as the American Political Science Review, the Public Administration Review, Administration and Society, and the American Journal of Political Science. Their work also appears in such reputable specialized outlets as Policy Studies Journal, Review of Public Personnel Administration, and Public Budgeting and Financial Management.

The School has reaped enormous benefits from the presence of the Jerry Collins Eminent Scholar Chair. He is a national leader in public administration. He has generously made funds from the Chair's endowment available to support outstanding graduate students, to promote a distinguished lecture series, to facilitate conferences addressing a range of important policy and management issues, and to publish research monographs. These activities have heightened the School's national visibility, addressed important issues pertinent to government in Florida, and provided essential support for students.

The leadership of the School of Public Administration and Policy has helped sustain a culture marked by internal cooperation. The current Director draws praise from the faculty for being fair, a good manager, and an effective representative to the higher administration. In the current funding climate, future directors will probably need to devote increasing portions of their time to entrepreneurial activities--to fund raising whether through contributions, contracts, or grants. Connections with external groups require further cultivation. The alumni

expressed some concern about the need for more vigorous outreach to them.

Salaries within the School appear to be relatively low by national standards. The lower cost of living in Tallahassee may offset some of the difference, but pay levels are cause for concern.

IV. FACILITIES AND RESOURCES

The facilities and resources available to the School of Public Administration and Policy are adequate, although in some areas barely. Each faculty member has a small office. Space for assistants is, however, less suitable. The School contends that the higher administration has reallocated offices that teaching and research assistants in the School had used in the past. Even after cramming more assistants into one office, the School can no longer satisfactorily house them.

Classroom space also appears to present some problems. Evidently, the School's requests for classrooms receive low priority relative to other units on campus. For the Fall Semester, 1993, the school did not receive any space for the classes they scheduled during the afternoon, thereby requiring that these courses be shifted to the evening.

The addition of the Turnbull Conference Room has provided important new space for faculty activities, but the School needs additional rooms as well. With the new offices being built proximate to the football stadium, the opportunities to mitigate the School's space problems should be seized.

FSU has impressive library holdings. The library appears to be responsive to faculty and student needs for books and journals.

Although the School has adequate capacity in electronic data processing, improvements are needed. The NASPAA accreditation team appropriately noted that with the inclusion of information resource management (IRM) in the core curriculum and the development of a specialization for students in this area, the School should upgrade its facilities. The School has assigned a high priority to obtaining technology for a classroom that would enable students to work interactively with computers. Several faculty would also benefit from upgrades in their personal computers.

The operating budget and support personnel, while far from ample, provide basic program support. Five professional and clerical staff assist the program. An office manager, a program assistant, a full-time senior word processor and a half-time word

processor provide secretarial, clerical, and related support. A professional staff member coordinates the academic programs and serves as Internship Director.

In considering the resources available to the School, the tendency of university system formulae to underestimate the School's workload deserves note. The School appropriately targets state employees as a major group to serve. Many state workers pursue their education on a "space-available" basis, which allows them to avoid tuition. The student FTE generated by these free riders does not get included in the official FTE total for FSU. This practice is highly unusual and could penalize campuses and schools that go the extra mile in reaching out to state employees. Although FSU officials indicated that they did not rely on such formulae in their internal allocation of university resources, the fact remains that the practice of "not counting" state workers toward FTE encourages the university system to undervalue the contribution of FSU and the School.

V. STRENGTHS, NEEDS AND RECOMMENDATIONS

The School of Public Administration and Policy at FSU can be justifiably proud of its achievements. It easily ranks within the top 10 percent of some 220 NASPAA affiliates. It provides outstanding instruction and its students go on to occupy significant positions. Nearly all of its faculty produce research of good quality. They also provide critical public service not only within Florida but nationally. Many faculty effectively provide professional and university service as well. The Jerry Collins Eminent Professor has effectively used his position to sponsor students, publications, and conferences that position the School well within the state and nationally.

Impressive as the School's achievements are, however, there is cause for concern. Financial support for the school has eroded; faculty numbers have declined; limited financial aid means that the school faces problems competing with other institutions for the best students. Most important of all, the gap between what the School could be and is remains large. Unless FSU addresses these needs, the School faces a future marked by plateau and even decline rather than movement to new heights.

Action on the eight recommendations that follow would enhance prospects that the School of Public Administration and Policy could realize its promise and achieve even greater national stature.

1. The School of Public Administration and Policy should expand and become the focal point for public service programs at FSU. At a minimum, the School should house its current

faculty and academic programs, the Florida Center for Public Management, and the Center for Policy Sciences.

Nearly everyone interviewed agrees that the current fragmentation of public service activities weakens FSU in its effort to develop comparative advantage vis-a-vis state government and nationally. The fragmentation blocks opportunities for focus, visibility, and synergy. In making this recommendation, this report implies no criticism toward the Florida Center for Public Management or the Center for Policy Sciences. These units have accomplished much and developed special competencies that should be allowed to flourish. But housing them within the School would provide at least three major benefits.

First, the expanded School would enjoy greater stature within the state and across the country. The NASPAA accreditation team appropriately captured the flavor of this benefit when it noted that an expanded school "can both capture national attention... as well as create a solid and visible mass in Tallahassee symbolizing FSU's commitment to being an intellectual leader for Florida's policy making process." The "new unit would cement . . . diverse efforts into a collective effort of greater size and proportion."

In this regard, the new School could build upon the lead forged by the Collins Eminent Professor, the initiatives of the Center for Policy Sciences and the Center for Public Management. As the NASPAA accreditation team noted, it could provide intellectual vision as a kind of Brookings Institution of Florida. In doing so, the School need not plunge down the path toward parochialism. The state of Florida offers a marvelous laboratory from which the nation has much to learn. The School could draw on its location and resources to become a major center for the study of the state and local role in the federal system.

Second, the new expanded structure would afford much greater opportunities for synergy. Again the point of the recommendation is not that the public administration and policy faculty has "the answers" for the Florida Center for Public Management, the Center for Policy Sciences, or other public service units that might ultimately be incorporated in the School. Each unit in the School would have special competencies that need to be respected. Instead, the School would provide opportunities for each unit to develop its special niche by drawing from the strengths of the other units. Current arrangements do not foster such learning and make it harder for the whole to be more than the sum of the parts.

Third, the new structure would enhance prospects for obtaining external support--foundation backing, grants, and contracts. Given the current and likely fiscal climate throughout the 1990s, universities need to become more astute in designing organizational configurations likely to generate external support. These structures can open the door to high quality entrepreneurship. The new School can serve that function. It can whet the interest of major foundations committed to enhancing the quality of government in Florida and elsewhere. It can become an occasion for naming the School after a distinguished citizen (e.g., like the LBJ School or any number of other prominent public affairs schools). Moreover, as the NASPAA accreditation team noted, the expanded school can become a vehicle for large scale project funding from foundations or other grant agencies with an interest in substantive areas such as health care or welfare reform.

2. FSU should commit to sustaining the current funding arrangements concerning the Jerry Collins Eminent Scholar Chair in Public Administration or provide equivalent support. The presence of this Chair has made a world of difference to the School. Fortunately, the chair holder remains active as a major leader and benefactor in the School and seems likely to do so for the next several years. While not an immediate problem, however, the importance of the Collins Chair to the School is so great that this report would be remiss not to comment on it.

   The benefits of the Collins Chair spring from two major sources--the outstanding qualities of the chairholder as a faculty member and leader in public administration, and the current financial arrangements surrounding the chair. Since the chairholder's salary does not come from the income yielded by the endowment, he has elected to use this endowment money to support critical activities in the school--support for graduate assistants, conferences, and research. Unless this fiscal arrangement continues, the School will suffer a devastating blow when the chairholder retires. To avoid the problem, FSU should commit to duplicating this critical financial arrangement with the new chair holder, and thereby ensuring that the earnings on the endowment could then continue to support the School's general mission.

3. FSU should provide funding to prevent further erosion in faculty numbers in the School of Public Administration and Policy; this means that FSU should ensure that the School has at least 14 budgeted faculty who contribute to meeting the School's workload. Declining faculty numbers are threatening the ability of the School to perform its teaching and service mission. Doctoral students, for

instance, already express concern that they face delays in completing their programs due to inadequate numbers of faculty to offer the curriculum. The School currently has 14 budgeted faculty. Given the faculty assignments outside the School, however, the actual number is less than 13. At a bare minimum, the School should have 14 budgeted faculty committed to doing the work of the School. Preserving this number should not come at the cost of reduced support for assistantships or the supply and expense budget.

4. FSU should provide the School of Public Administration and Policy with adequate office space and access to classrooms. Space limitations make it impossible for the School to house assistants and schedule classes at hours it prefers. The major construction currently underway should provide an opportunity to deal with these problems as well as provide housing for a new, expanded School (see recommendation 1) should FSU decide to pursue that option.

5. FSU should work to upgrade the computer technology available to the School for instructional purposes. As the School develops its curriculum in information resource management, it needs classrooms that permit interactive instruction with computers.

6. FSU should work with the Board of Regents to revise the current system for counting student FTE. Specifically, state employees who attend the University on a space-available basis should be included in the FTE enrollment figures. As noted earlier, the instruction the School of Public Administration and Policy provides to one of its core clients, state workers, does not get recorded in the official FTE count of the University. This is because many of these students pursue their degree on a space-available basis without paying any tuition. The failure to include these students in the FTE count disadvantages FSU as an institution and provides an incentive to undervalue the contribution made by the School of Public Administration and Policy. The practice should be changed.

7. The School of Public Administration and Policy should make sure that it offers the specializations it advertises in a timely manner. The NASPAA accreditation team noted that several MPA students did not pursue their preferred specializations because they could not obtain key courses in a timely fashion. During this site visit, certain doctoral students expressed a similar concern about the failure of the program to offer the courses required for their specializations. Greater faculty resources would help mitigate this problem. But the School needs to review its

specializations with an eye toward ensuring it does not promise more than it can deliver.

8. The School of Public Administration and Policy should strengthen its outreach to alumni. Alumni expressed great respect for the School and its faculty, but indicated that the School needed to rejuvenate its ties to them. Alumni can provide valuable feedback to the School, placement opportunities for students, and financial support. The School should act to realize the potential of this relationship.

UNIVERSITY OF SOUTH FLORIDA
MASTER OF PUBLIC ADMINISTRATION PROGRAM

Prepared by Thomas Vocino

I. BACKGROUND

The MPA program was established in 1978 in the Department of Political Science which was located in the College of Social and Behavioral Sciences. When the program was established, two departmental faculty were assigned full-time to the program and three additional political science faculty taught in the program. In 1984, public administration was given separate status within the College of Social and Behavioral Sciences and the number of full-time faculty lines increased to seven.

Three years ago, with the creation of the College of Arts and Sciences, the public administration program became a part of the Department of Government and International Affairs which has three divisions: political science, international studies, and public administration. The Department has a total faculty of twenty-seven. Of the seven full-time faculty in public administration, there are three full professors, three associate professors and one assistant professor.

II. PROGRAM

MPA Program Leadership

The MPA program has new leadership in the form of a recently tenured and promoted associate professor. The new director assumed this position during a period of some disquiet among the faculty; however, the near consensus of faculty, students, alumni, and alumni employers seems to be that the Director is the right choice. He seems to be an academic leader who places a high value on consultation and has begun a number of initiatives including a student-based information system and a newsletter that will serve the MPA program well in the future. As well, the Director has established an excellent working relationship with the new chair of the Department of Government and International Affairs.

Organizational Placement

As previously mentioned, the MPA program has been housed for the past three years in the Department of Government and International Affairs. The current departmental leadership seems supportive of the MPA program and, thus, of the existing units in which public administration might be located, the current administrative arrangement seems most appropriate. At the same time, the consultants are not comfortable with the notion that the current location is the best of alternatives. There is a

lingering concern about whether a program with seven faculty within a department of twenty-seven faculty that itself is within a College of Arts and Sciences with thirty departments will be able to muster sufficient internal university and external community visibility to accomplish its public service mission.

When budgets again improve, serious consideration should be given to establishing a School of Public Affairs at the University of South Florida with a free standing Department of Public Administration along with criminal justice, social work, and other programs with significant outreach responsibilities. Only until the University of South Florida establishes a unit of the university that makes its commitment to public service education, research, and service abundantly clear will it begin to realize its potential of serving the large number of governmental entities in the Tampa/St. Petersburg area.

Program Budget

One of the issues for the NASPAA Commission on Peer Review and Accreditation (COPRA) is whether a public administration program within a larger department is being supported appropriately. In this respect, it seems that the MPA program is reasonably supported as there were no reports of ill-treatment of public administration by the Department. However, it seems more than appropriate to review the expenses of the past three years with a view of establishing a separate budget for the MPA program. Such a move will reassure NASPAA that the program is receiving a dependable level of funding. It will also eliminate the necessity for the MPA Director to continually request basic program funding. In sum, the lack of discretionary resources is a serious problem for the public administration program.

III. STUDENTS

The University's success in attracting women and minorities has only had partial success with regard to the student composition within the MPA program. Women are well represented among the current student body and program graduates. However, the current enrollment of African-Americans and hispanics is less than is found in the population of the metropolitan Tampa/St. Petersburg area and suggests that targeting recruitment take place to increase the percentage of minorities in the MPA program.

MPA Program Graduation Rate

A problem area identified in comparative statistics provided by the Board of Regents is that the graduation rate for MPA students at the University of South Florida has only been about half of that for most other MPA programs within the state. The stumbling block seems to have been an end of the program project report (mini-thesis). In the past two years, the MPA program instituted a comprehensive examination option that has led to a

higher percentage of students graduating. While nearly all of the alumni who completed the project report favored it remaining as a program requirement, it seems that the comprehensive examination option is an appropriate "culminating experience," to use a NASPAA term and it is recommended that the MPA faculty continue with the examination option.

Proposed Ph.D. Program

During the past three years a proposal has been developed to establish a Ph.D. in Public Affairs which would draw on the strengths of the political science, public administration, and international studies faculties within the Department of Government and International Affairs. Higher administrative levels with the University of South Florida hierarchy have decided that Ph.D. programs in other areas such as religion and aging studies will be pursued with the Board of Regents. As there is a large, place-bound governmental practitioner market in the Tampa/St. Petersburg area that is eager for a Ph.D. program, we urge the USF to consider a doctorate in Public Affairs or Public Policy in its planning process to address the needs of this large underserved market. However, a Ph.D. program should not become a reality unless at least two additional faculty positions are added to support such a program.

IV. FACULTY

Diversity

One of the great strengths of the Public Administration Program is in the diversity of its faculty. Of the total of seven, two are women and one is a black male.

Salaries

Salary levels in the Department of Government and International Affairs are widely varied. The variation seems to have occurred due to varying philosophies of the University of South Florida administrators regarding beginning faculty salaries. Much to the credit of the current policy within the College of Arts and Sciences, the hiring of newly-minted Ph.D.s is generally occurring at the market levels, and such a policy should result in the recruitment and retention of some of the most able of prospective faculty. However, this has not been the case in the past and the result has been to create a serious problem of salary inversion. This problem exists for a number of faculty in the Department as well as MPA faculty. One glaring example of salary inversion is that of the MPA Director whose salary is several thousand dollars below that of a newly-hired beginning assistant professor. Thus, the University of South Florida must make significant salary adjustments for the MPA Director and other MPA core faculty or risk losing them to other universities.

Travel Support

As with many other universities, funds for faculty travel have been limited. Typically, $400.00 has been available to assist faculty with expenses for travel to professional conferences. While this level of funding is certainly inadequate given MPA program aspirations and faculty interest in professional development, there is one aspect of the travel allocation policy that is particularly inequitable. In this case, the travel support to the annual conference of the National Association of Schools of Public Affairs and Administration (NASPAA) which is the accrediting organization for MPA programs is treated as other travel. However, attendance at a NASPAA conference is not so much travel for personal professional development for the person who attends as it is a case of the attendee representing his/her institution's interests at the NASPAA conference. In recent years, at least part of the cost of attending the NASPAA conference has fallen on the University of South Florida MPA Director. Given the representation role of the MPA Director who must be strongly encouraged to attend, the entire cost of travel to NASPAA should be funded by the University of South Florida. Travel to the 1994 NASPAA meeting in Tucson for the program director is strongly recommended as 1994-1995 is the self-study year in the University of South Florida's reaccreditation effort.

Qualifications

The faculty of the MPA Program was commended highly by current students and program graduates as excellent instructors who are able to advance learning effectively without compromising high standards. In addition, the program faculty is highly productive in terms of research and public service. The three full professors have achieved national and international reputations for their scholarship and other professional contributions. One of these persons has achieved a truly outstanding scholarly reputation for numerous articles in ranked journals and other scholarly contributions. While newer in their careers, some of the more junior program faculty have made an excellent start in terms of professional contributions and national recognition in their subfields. Other faculty members are in the early stages of establishing their research programs and their scholarly reputations.

Administrative Compensation

The Director of the MPA program is granted release time from some of his teaching responsibilities during the academic year. The amount of release time during the academic year seems appropriate given the level of responsibilities and the number of students in the program. However, there is no compensation for administration during the Summer term. The assumption seems to be that administrative responsibilities can be placed aside during the Summer and then resumed in the Fall. In reality, the

nature of the program is such that it is a twelve month program with courses taught in the summer months with advising, scheduling, and planning activities taking about the same level of administrative commitment as is the case at other times. Thus, for purposes of assuring administrative continuity during the summer months, the MPA Director should be granted release time for the Summer term at the rate of compensation for a single course during that term.

V. FACILITIES AND RESOURCES

Library

The University of South Florida Library faces the challenges that other university libraries confront in a period of reduced and no-growth budgets. For an institution that harbors ambitions of becoming a major research university with a large number of Ph.D. programs, it is troubling to note that the monograph budget for the College of Arts and Sciences with thirty departments is $42,000 for the current academic year. In such a situation, while the public administration program is receiving a reasonable share of these funds, it is only a matter of time before enormous resources will have to be invested in the University of South Florida Library in order to ensure adequacy. While the addition of recent monographs leaves something to be desired, a number of positive comments were made about the interlibrary loan system whose quality makes up for the lack of an adequate acquisitions budget.

Another challenge with regard to the library which may be addressed with far fewer resources is the reshelving of volumes after their use within the library. The inaccessibility of items from the collection that have not been checked out of the library was a concern expressed by nearly every current student. Thus, it seems that the University of South Florida Library might well consider allocating additional resources toward the reshelving function.

Institute of Government

Within the College of Arts and Sciences is housed a Institute of Government (IOG). The Institute provides training for state and local officials and conducts contract research. Two members of the MPA core faculty are engaged in a major funded research project examining service delivery by local governments in the Tampa/St. Petersburg area for the Institute Other than this activity, there seems to be little or no relationship between the MPA faculty and the IOG. In recent weeks the MPA Director has been invited to attend meetings of the IOG Advisory Committee. From the standpoint of developing closer IOG/faculty relationships, this action is a step in the right direction; however, the Director of the IOG and the MPA faculty should establish a much closer working relationship than currently exists. A beginning effort in this direction might be a half-

day working session in which the MPA faculty and the Director explore areas of mutual opportunity.

Other Resource Deficiencies

The Department of Government and International Affairs and the MPA program because of budget limitation have older, less powerful, and somewhat outmoded personal computing equipment available for faculty and students. At the earliest possible time, additional funds should be committed so that faculty and students will be able to utilize equipment that is up-to-date and comparable to what exists in the administrative world to which students will be moving.

VI. RECOMMENDATIONS

1. The Dean of the College of Arts and Sciences, the Chairman of the Department of Government and International Affairs, and the MPA Director should explore ways of effecting a closer relationship between the MPA faculty and the Institute of Government.

2. The MPA program should continue to offer finishing students the option of a comprehensive examination in lieu of the end program report (mini-thesis).

3. The faculty of the Department of Government and International Affairs should continue to explore the possibility of offering a Ph.D. in public affairs or public policy. The Ph.D. should not be explored without at least two additional faculty members qualified in Public Administration.

4. Because the Public Administration program has been part of several reorganizations, it is important, particularly as the University budget improves, that its institutional arrangements be stabilized and made predictable.

5. The MPA Director should be granted release time during the Summer term to compensate for administrative duties performed during this period.

6. The University of South Florida Administration should devote immediate attention to salary inversion and compression within the Department of Government and International Affairs.

7. The MPA Director and program faculty in cooperation with other units at the University of South Florida should make a greater effort to recruit larger numbers of African-Americans and Hispanics into the MPA program.

8. The University of South Florida Administration should allocate more than $42,000 annually to support monograph acquisitions for the thirty departments in the College of Arts and Sciences.

9. The University of South Florida Library should allocate a larger portion of its staff time to the task of reshelving materials used in the Library.

10. The Department of Government and International Affairs should consider establishing a separate budget for the MPA program.

11. The Department of Government and International Affairs should replace at the earliest time outmoded computing equipment used by faculty for teaching and research.

THE UNIVERSITY OF WEST FLORIDA
MASTER OF PUBLIC ADMINISTRATION PROGRAM

Prepared by Guenther G. Kress

I. Program

Historical Development

The University of West Florida, founded in 1967, is a multipurpose regional university serving approximately 7,500 students. As an interactive university, it places high priority on helping meet the regional needs of the northwestern part of the state in partnership with its governmental and community-based constituencies. In addition to the main campus in Pensacola, the University operates centers at Eglin Air Force Base and Fort Walton Beach, as well as numerous offices at other military bases in its service area.

The Master of Public Administration (MPA) program was established on the Pensacola campus in 1970. Beginning in 1977, the MPA program has also been offered at the University's Fort Walton Beach/Eglin Centers; presently, course offerings at Tyndall Air Force Base are being phased out due to a reduction in demand. In keeping within the interactive mission of the University, the MPA program educates students for careers in public service and not-for-profit organizations, and provides research assistance and consultation to governmental agencies and the community. In July 1993, the program was reaccredited by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration.

Within the last two years, approximately 180 students have enrolled in MPA courses. Current enrollment (Fall, 1993) stands at 111, of which 85 are degree-seeking students. The MPA program confers approximately 40 degrees annually. Enrollment appears to have reached a plateau in recent years and may actually be declining. Over three-fourths of the students are in-service professionals who are enrolled in the program on a part-time basis. Fewer than ten percent of the students come from states other than Florida.

Depth, Breadth, and Currency of the Curriculum

The design of the MPA program at the University of West Florida reflects commitment to high professional standards in course work, creativity in the development of concentration areas, and sensitivity to the needs of its students and service area constituents. The program rests on a solid foundation of core courses and electives. Overall, students, alumni, and employers are very satisfied with the performance of the program. Additionally, several employers indicated that the program is serving the region well. In their opinion, the program has had a

significant impact on the professionalization of public service in the Panhandle area of the state.

The MPA program offers several concentrations. The concentration in Coastal Zone studies, which draws from Biology and Geography, as well as from Public Administration, deserves mention as an especially unique and innovative program. This program has received wide recognition beyond Florida for its leadership in training specialists in coastal zone management. Several other concentrations, including one in criminal justice, are being planned. The planned concentration in criminal justice appears to be especially appropriate given the lack of a masters level program in this subject area at the University of West Florida or elsewhere in the service area. This concentration can be expected to boost enrollment in the MPA program considerably. In designing new concentration areas, care should be taken, however, to ensure the continued integrity of the MPA program and to avoid a dilution in resources.

Although the MPA program is generally operating at a high level of performance, there is a need for some fine-tuning. Students indicated a desire for more choices in course offerings, especially in electives. Reference was also made to some redundancy in courses and to the need for more effective coordination in the scheduling of courses. Some students expressed concern over the lack of a statistics prerequisite for PAD 6701--Quantitative Applications in Public Administration. Employers of MPA graduates indicated a need to increase course coverage in the area of financial administration and to better ground students in the practice of public administration.

Another area in need of fine-tuning appears to be the internship program. Existing problems range from a reduction in the number of quality placements, such as the prestigious Presidential Internship Program, to the lack of adequate faculty supervision. Some of these problems may be linked to the administration of the program by the Whiteman Center for State and Local Government which has experienced difficulties in recent years.

Program Organization

The MPA program is housed in the Department of Political Science of the College of Arts and Social Sciences. Unfortunately, as currently organized, the Political Science Department does not effectively accommodate the MPA program. Of foremost concern is the program's lack of "substantial determining influence," with respect to curriculum matters and the appointment, promotion, and tenuring of program faculty which is required for accreditation by the National Association of Schools of Public Affairs and Administration. There is clearly a need to give the MPA faculty more autonomy over program matters, not only for accreditation purposes, but to also eliminate the

divisiveness this issue has generated among the faculty. The program's lack of autonomy can be attributed, to some extent, to the relegation of the MPA faculty to a "task force" in the Political Science Department.

Dissatisfaction over the organizational configuration of the MPA program has led some to consider alternative organizational options, including the establishment of a separate Department of Public Administration. We do not favor such a separation, as there is no consensus for such a development; on the other hand, there is considerable support for the continued housing of the program in Political Science. However, this issue should be revisited if the MPA experiences significant growth, or if efforts to significantly increase the program's autonomy in the Department should fail.

Program Management

For several reasons the MPA program is presently experiencing a lack of leadership. First, the program does not have an MPA Director; management responsibilities have been assigned to two coordinators, one for the main campus and one for the Fort Walton Beach/Eglin Centers. The coordinator on the main campus also serves as the coordinator for the Coastal Zone Studies concentration. In addition, several administrative responsibilities rest with the chair of the Department of Political Science, who is not a member of the MPA faculty. As a result, leadership of the MPA program is diffused and relatively weak. Second, the coordinator positions are filled by non-tenured, junior members of the faculty. Third, the program lacks year-round leadership, as the coordinators are on nine-months appointments.

Additional management of the MPA program areas of concern include the lack of an external advisory body, the failure to develop an effective marketing program, and weaknesses in the program's management information system. Many of these problems are directly linked to the lack of program leadership. The appointment of an advisory body consisting of representatives of government agencies, community organizations, and allied academic departments would go a long way toward giving the program more direction as well as visibility in the community. Such an advisory body could also assist in student recruitment, the development of internships, and in curriculum development to enhance the currency of the program.

Unfortunately, the MPA program does not have a systematic approach to marketing itself on campus and to relevant constituencies off campus. Current marketing efforts are informal and sporadic at best. Existing marketing materials are limited to a flyer and handbook. The handbook is of limited use as a marketing tool for the MPA program as it covers all programs in the Department of Political Science. At least two problems

result from the lack of a marketing strategy. First, the stagnation in enrollment can be attributed to the failure to engage in outreach. Second, the visibility of the MPA program also suffers from the failure to systematically market the program.

Program management also suffers as a result of a weak information system. Weaknesses in the information system are especially apparent with regard to enrollment data. The existence of several sets of conflicting enrollment and FTE data make it difficult to accurately determine program size and trends. A systematic and ongoing assessment of existing needs for public administration education and training should also be an integral part of the management information system, as should be the gathering of background information on current students and alumni and feedback from the employers of MPA graduates.

Public Service Centers and Institutes

Another significant management issue revolves around the relationship between the MPA program and the Whitman Center for State and Local Government, which also houses programs of the Institute of Government. Originally set up to provide in-service training, consultant and applied research services to governmental bodies, and internship services, the Center currently lacks a clear mission. Recent events, including but not limited to weaknesses in leadership, reduction in grants and contract work, hesitancy on behalf of the faculty to get involved in Center activities, and criticisms from contractors and the community, have necessitated a rethinking of the Center's mission. Although it appears that the Center will continue to be closely aligned with the MPA program for the time being, other options, including a merger with the planned Center for Business Development and Economic Research are being discussed. In the meantime, the MPA program should continue to take advantage of its affiliation with the Center; however, care should be taken to ensure that the Center does not become a drain on the MPA program.

Off-Campus Offerings

As mentioned before, the MPA program is also offered at the University's Fort Walton Beach/Eglin Centers. Approximately 30 students are currently enrolled in this off-campus program. A growing population in the Fort Walton Beach area and the expected expansion of Hurlburt Field provide a promising environment for future enrollment growth. Two resident faculty members, a graduate assistant, and the highly committed support staff of the Center give the program focus and continuity. All in all, the program is fully integrated with the main campus program and effectively meets the same requirements.

II. STUDENTS

The quality of the students enrolled in the MPA is generally high. The program's success in attracting highly qualified students can be attributed primarily to stringent admission standards; only one out of every ten graduate students can be admitted as an exception to the stated admissions requirements. Students also had high praise for the advising services they have received. Feedback from graduates has also been uniformly high, and the program has a high student retention rate. There are several issues, however, that need to be addressed to ensure the quality and vitality and of the program's student body. These issues include (1) a softening in the demand for the MPA degree at the University of West Florida; (2) inadequacies in financial aid; (3) the need to revitalize student associations; and (4) the need to improve the ethnic composition of the students enrolled in the program.

Demand

The demand for the MPA degree at the University of West Florida has remained relatively steady over the last three years, despite a decline in the University's enrollment, cutbacks at several military installations, and a stabilization in federal employment. Student demand has clearly been kept up by the program's willingness to offer courses not only in the traditional one night per week format but by also offering one week-end per month and/or every other Saturday format. Enrollment has also benefitted from the policy which allows students from other states in the South Eastern part of the U.S. to study in the Coastal Zone Studies concentration at in-state tuition rates. The availability of financial aid in the form of assistantships, tuition fee waivers, etc. has also influenced the demand for the program.

Program administrators cannot assume, however, that the student demand for the program will remain stable. Recent enrollment figures indicate that the demand for the MPA degree at the University of West Florida may be softening. To avoid such a decline, it is imperative that steps be taken to aggressively market the program. There appears to exist a "hidden" demand for an MPA degree in local government, as there are many unmet needs regarding the professionalization of the public service in the region. The military also seems to hold some good potential as a marketing area for the MPA, as the MBA does not seem to be the degree of choice for military personnel.

Financial Aid

A significant portion of the need for financial aid remains unmet. As a result, the program has often been non competitive in the recruitment of out-of-state students. The lack of financial aid has had a negative effect on enrollment and student quality, especially in the Coastal Zone Studies concentration.

Additional financial aid resources would also aid the recruitment of minority students.

Student Associations

Student associations do not play a significant role in the operations of the MPA program at the University of West Florida. The student association on the main campus has been dormant for quite some time. Efforts are underway to develop an MPA student association in the Fort Walton Beach/Eglin area. The consultants fully support this latter effort and strongly encourage faculty and students to revive the main-campus association. These student associations could provide valuable services to the program such as feedback on program matters, assistance with student recruitment, and networking, to mention a few.

Minority Enrollment

There are some concerns regarding the enrollment of minorities and women in the MPA program; the program is highly imbalanced in terms of gender and race. White males make up a majority of students in the program and in the 1992 academic year, the program had only three minority students -- one hispanic and two African-American females. The recruitment of minorities poses a particular challenge, as the University of West Florida's undergraduate student population is predominantly white. In addition, recruitment is primarily from the West Florida area, which has no minority institutions of higher learning.

Despite these barriers to the recruitment of minority students, the program is encouraged to increase its efforts to close the gender and race gap by doing more targeted recruitment of minorities and by using financial aid packages more effectively.

III. Faculty

Overall, the MPA faculty is strong and well-rounded, with doctorates from highly regarded universities and an appropriate mix of experiences and competencies. Thus, all core course areas are effectively covered, with room left for covering innovative and promising concentrations. The faculty is also actively involved in numerous professional associations, presenting papers or as office holders. The senior faculty's research record is, overall, strong. All junior faculty members are fully committed to engaging in high quality research; in addition, their emerging publication record shows great promise. The permanent faculty is complemented by several qualified adjunct practitioners who offer courses on a regular basis. Equally important, the quality of teaching and advising is very high.

The MPA faculty is generally well-supported. Although the MPA program competes with other sub-units in the Political Science Department, the Public Administration faculty is getting a fair share of the resources for professional development and other activities. The teaching load appears to be adequate, as is the overall number of faculty lines. The standards for giving released time are also reasonable.

There are several issues, however, that deserve some attention. These issues include (1) applied research; and (2) diversity.

Applied Research

There appears to be a lack of consensus among faculty members regarding the nature of applied research and its proper role in the research, promotion, and tenure (RPT) process. The lack of a clear definition of what constitutes applied research, and the failure to develop guidelines for the evaluation of accomplishments in this area, have hampered the RPT decision making process; disagreements over this issue have also undermined the overall healthy climate in the program. Some MPA faculty members attribute this problem to the program's location in the Political Science Department. In their opinion, some colleagues in Political Science lack understanding of the value of applied research. Although this argument may have some merit, disagreements over the role of applied research are quite common in many academic areas.

Some faculty members also expressed concern over the lack of incentives for doing applied research. For example, current university policy does not permit overload pay for contract work involving applied research; to receive overload pay, a project must have a clear instructional purpose. This policy may be discouraging faculty from getting involved in campus-based applied research projects, including those of the Whitman Center for State and Local Government. Several faculty members made reference to this policy to explain the Center's difficulties in getting contracts.

DIVERSITY

There is little diversity among the full-time MPA faculty. All faculty members are white and only two are female. Several women, including one African American, serve as adjunct faculty. Although in the past there may have been some insensitivity to the need to hire underrepresented groups, the program now appears to be strongly committed to increasing faculty diversity; their current hiring plans for visiting and part-time faculty positions serve as evidence for this commitment. Additionally, the University indicated that there are affirmative action set-aside positions the MPA program could use to increase diversity.

IV. Facilities and Resources

As indicated before, the MPA program seems to be receiving its fair share of the Department's scarce resources, except in two areas. First, there is clearly a need for more serials on public management, public budgeting, and public personnel administration. Priority should be given to the acquisition of journals the MPA faculty has identified. Second, the two faculty members assigned to the Fort Walton Beach Center have no dedicated clerical support in place at their primary work stations.

In general, facilities and resources for operating the MPA program on-campus and at the Fort Walton Beach Center--such as the library (except for the need for more serials), laboratories, electronic data processing equipment for faculty and students, audio-visual services, and space--are adequate.

V. Recommendations

The following recommendations are being offered to improve the quality of the MPA program at the University of West Florida:

1. Keep the MPA curriculum as trim and efficient as possible, and limit the number of concentrations. However, to fine-tune the curriculum, consider using courses from other disciplines to increase students' choice of electives; systematically review the contents of courses to avoid unnecessary overlap and redundancies; review offerings in public budgeting to ensure adequate coverage of financial administration; review course sequencing; consider adding a statistics requirement for PAD 6701; and increase the use of practical applications in all classes.

2. Revise the internship program to ensure quality placements and adequate faculty supervision.

3. Establish a Public Administration Faculty. Define the scope of responsibilities of that Faculty to include curriculum matters, hiring, first level of review in the RPT process, and other features of the NASPAA standard 2.4--"substantial determining influence."

4. Create the position of MPA program director. The person to be appointed to this position should be tenured and acceptable to the faculty and the Chair of the Department of Political Science. The appointment should be for 12 months.

5. Appoint an MPA program advisory council to enhance the program's off-campus visibility. The council should be made up of representatives of relevant government agencies, community organizations, and allied academic departments. Define the council's responsibilities to include strengthening the program's linkages to government agencies and community organizations; assisting with marketing and student recruitment, especially the recruitment of minority students; and providing feedback on agencies' training and research needs.

6. Develop and implement an outreach and marketing program. This program should include a strategy for the recruitment of minority students.

7. Develop a comprehensive MPA management information system to include information on enrollment, student backgrounds, and placements, as well as feedback information from alumni and employers of graduates.

8. Aggressively seek additional funding for student financial aid from on- and off-campus sources.

9. Explore the feasibility of extending the "Common Education Market" program to MPA concentrations other than Coastal Zone Studies in order to attract more out-of-state-students, especially from the Mobile, Alabama area.

10. Facilitate the development of an active MPA Student Association.

11. Develop a mentoring program to provide effective guidance to junior faculty members for purposes of retention, promotion, and tenure, and to help overcome problems associated with the bi-modal nature of the MPA faculty.

12. Develop guidelines and standards for the evaluation and use of applied research in the RPT process. Review the existing incentive structure for doing applied research to eliminate any undue restrictions that may keep faculty from engaging in applied research.

13. Continue current efforts to increase faculty diversity. In addition, explore the possibility of using affirmative action set-aside positions the University seems to have available to hire more minorities, and develop a targeted recruitment strategy to fill such positions.

14. Develop a plan for the acquisition of public administration journals currently not available in the library.

15. Develop a staffing plan to provide the MPA faculty assigned to the Fort Walton Beach Center with adequate clerical support.

UNIVERSITY OF CENTRAL FLORIDA
DEPARTMENT OF PUBLIC ADMINISTRATION

Prepared by Edward T. Jennings, Jr.

I. Program

The Department of Public Administration offers two academic degrees: the Bachelor of Arts in Public Administration and the Master of Public Administration (MPA).

The MPA is the central degree in public administration. The program at UCF offers a strong set of core classes and a reasonable range of electives. The curriculum for this degree was revised over the past two years, and it is well suited to the Department, the University, and the professional community. Classes reflect the latest developments in public administration practice and research. They are well designed to communicate cognitive knowledge, problem solving skills, and professional values.

The undergraduate degree program is appropriately structured. It encompasses a core that includes public administration classes that cover the basics of the profession and classes in cognate fields such as economics, computer science, and political science that are critical to this interdisciplinary profession. Elective classes offer students the opportunity to both broaden and deepen their professional education. The degree is grounded in an appropriately broad set of liberal arts general education requirements.

While the undergraduate degree has an appropriate curriculum, faculty are examining both the purposes of the degree and the means by which those purposes are pursued. This should lead to programmatic revisions that will focus and enhance the undergraduate experience. One difficulty that faces the department is limited capacity to offer undergraduate elective classes. This restricts the options open to students.

Although there is at present no Ph.D. program in public administration, the University has been authorized to plan for a Ph.D. in public affairs. This degree would have public administration as one of its areas of specialization along with criminal justice, social work, and health services management. There is considerable demand for a Ph.D. program in public administration, as is demonstrated by responses to a survey conducted by the Department. There is a group of faculty who are well qualified to direct Ph.D. studies. However, the Department is badly understaffed to launch such an effort. Considerable

augmentation of resources in the form of faculty, support staff, graduate assistantships, equipment, and space would be required to support the effort. Faculty teaching loads would also have to move firmly to that of research institutions.

Sequencing of classes is generally not an important issue in public administration education, and there are no problems with the sequencing of classes at UCF. The undergraduate degree requires an appropriate number of credit hours and there is appropriate community college articulation.

II. Students

The MPA program admits students on the basis of their performance on the Graduate Record Examination, grades during their last sixty hours of undergraduate study, or their record of professional accomplishment. These are appropriate criteria. Program data reflect average GRE scores and undergraduate grades that are slightly below the norm for more traditional education programs. The UCF MPA program, however, enrolls a large number of students who have been out of school for a considerable period of time and who have extensive professional experience. Within this framework, it is often the case that undergraduate grades and GRE scores are not good predictors of the intellectual capacity and personal commitment necessary for effective performance in a graduate program. Thus, many MPA programs around the country look at other criteria to evaluate potential students, such as professional experience, demonstrated leadership, and commitment to public service. These are the same criteria used by the UCF program, and they appear to lead to the admission of students who are well qualified for the MPA program.

UCF has an extraordinarily high number of both undergraduate and graduate majors. The programs have been growing rapidly, with undergraduate majors increasing from 82 to 135 over the four years covered by the self-study, and the number of MPA students growing from 106 to 173 over that same period. The MPA program is easily the largest in Florida and the entire Southeastern United States. The undergraduate degree is the second largest in the region, measured in numbers of students and degrees awarded.

In addition, the credit hours reported for this program underestimate its magnitude. If the University credited the department with credit hours for students enrolled in public administration courses with tuition waivers (state government employees), the credit hours credited to the department would increase by about 20 percent. That increase would justify almost two additional teaching lines for the department.

The student numbers are so large that they threaten the capacity of the faculty to offer a high quality educational

experience, particularly given the demands placed on the faculty by offering the degrees through two area campuses as well as the main campus in Orlando. As will be discussed in Part VI of this report, the University should take steps to either increase the number of public administration faculty or limit the number of students in the degree programs.

The number of degrees awarded has grown steadily as the programs have increased in size. In the most recent year, the program awarded 55 undergraduate degrees and 50 MPA degrees. An appropriate number of students are graduating given the numbers of majors.

Teaching assistants are not used in the program. Without a Ph.D. program, the department is unable to use assistants. In lieu of this, it uses an extensive number of adjunct faculty, professionals in the field who have appropriate degree qualifications and bring considerable practical experience to the classroom. Of course, the adjunct faculty are able to offer classes, but they do not meet a need for assistants to work with faculty. Advising services are adequately provided through a system that assigns primary responsibility for undergraduate advising to the Assistant Director of Academic Programs (a member of the faculty) and primary responsibility for graduate student advising to the Director of Academic Programs (another member of the faculty).

The Department of Public Administration has made excellent progress in enrolling minority students in its programs, and currently leads the University in the representation of minorities at the graduate level. Despite this, minorities continue to be underrepresented at the graduate level when compared to statewide and national data. When compared to the professional workforce in Central Florida, however, the MPA program is representative of African Americans and is close to being representative of Hispanics. To improve things further, the Department has developed an active campaign to recruit minorities.

Enrollments of women in the MPA program have increased steadily over the past five years, and women are now just less then 50 percent of the MPA students. The Department is clearly committed to promoting diversity among students.

III. Faculty

The faculty of the department are appropriately qualified and are nicely distributed across academic ranks. Three of the nine faculty are women, which represents a significant accomplishment in diversifying the faculty. Although there are no African Americans on the faculty, one female faculty member is

Hispanic. This individual is not terminally qualified. Although she is currently pursuing a DPA degree from the University of Southern California (one of the best doctoral programs in public administration in the country), she will find it difficult to complete that degree without adequate support and encouragement from the University.

The Department is badly understaffed compared to other programs in the State University System of Florida. Compared to workload, as measured by number of students and degrees awarded, it has the smallest number of faculty.

As was mentioned in the previous section, the Department makes heavy use of adjunct faculty. Such faculty taught more than a third of the courses offered by the Department last year. The adjunct faculty have much to offer and fit appropriately in the mission of a professional public administration program. While the chair has exercised caution in reviewing the performance of such faculty, they are being used in such large numbers that negotiating their assignments, supporting their efforts, and tracking their developments imposes a heavy load.

The Department has extremely high quality leadership which is being exercised in a very effective manner. In 1991, the University recruited an internationally recognized scholar and fellow of the National Academy of Public Administration, to chair the department and lead it to national and international prominence. Since his arrival, the Department has received considerable national and international recognition through the research and public service efforts of this scholar and other members of the faculty.

The Chair has led the department through a review of the MPA program that resulted in significant curriculum revisions and placed the program in a position to pursue accreditation. He has instituted a review of the undergraduate program to enhance its quality. He established procedures for reviewing teaching quality that are leading to improved instruction. He also has developed substantial external and internal relationships that will support significant program development. A wide range of relationships have developed with the professional community, the Institute of Government has been brought under the department's wing, and an effective relationship has been established with the Florida Growth Management Conflict Resolution Center.

Quality leadership is threatened, however, by the chair's decision to resign effective with the end of this academic year. This matter is discussed later in this report.

The quality of teaching is generally quite good, and the Department has instituted a set of policies designed to enhance that teaching. Under the chair's leadership, the Department has

adopted a teaching enhancement plan that sets goals for teaching and provides mechanisms for faculty to improve their individual efforts.

With the addition of three high quality scholars in 1991 and 1992, the Department has a strong, research-oriented faculty. While research productivity varies across the faculty, most members of the Department have active, productive research agendas. Indeed, several members of the faculty have considerable national and even international visibility because of the quality of their research. Sustaining and enhancing the research productivity of the faculty will depend upon workload policies and resource availability.

Current policies in the Department place untenured faculty and productive research faculty on a teaching workload that is lower than campus norms. However, the workloads that have been adopted are comparable to those of all other public administration programs in the state of Florida. Increasing this workload to the level of campus norm will adversely affect the ability of the faculty to teach graduate level courses and maintain research productivity. It will also severely constrain the department's ability to compete for faculty in national markets, and it will undermine the pursuit of goals identified by the University, the College, and the Department.

This workload problem is compounded by the fact that the Department has taken careful steps to insure full integration of the faculty from the Orlando campus and both area campuses. All faculty teach at all three sites. In addition, it is critical for faculty from the area campuses to spend time in Orlando to support their research activities and participate in collective departmental events such as faculty meetings. As a result, all of the faculty spend a considerable amount of time on the road.

This kind of integration of the faculty is critical if the Department is to function effectively and operate in a way that will meet accreditation standards of the National Association of Schools of Public Affairs and Administration. Leaving the area campus faculty essentially alone at the remote sites would undermine the quality of education of students on all three campuses and violate accreditation standards.

Although there are some strains, the overall level of internal cooperation is quite good. Despite considerable disappointment over the Chair's decision to resign at the end of this academic year, the faculty are determined to pursue excellence in all that they do. While morale is not high, it is good given the existing circumstances. The strength of cooperation within the Department is indicated by the successful pursuit of curriculum revisions for the MPA program, the development of a faculty workload policy, the adoption of the

teaching enhancement plan, and good working relationships among faculty.

The Institute of Government has been brought under the Department's supervision since the Chair's arrival. There is a very productive working relationship between the two and the development of that relationship over the next several years should enhance both the Department and the Institute. Housing the Florida Growth Management Conflict Resolution Center with the Department has led to an effective, cooperative relationship between the two.

The Department has developed a very effective set of relationships with the professional community. Managers in local government participate extensively in the program's activities, sometimes as instructors, sometimes as guest lecturers. They offer advice on program development and curriculum issues. They are eager to see the Department develop a more extensive set of training, executive development, applied research, and public service activities.

Relationships with various other units on campus are good. Under the chair's leadership, the Department has developed an effective working relationship with other units in the College and units in other college's on the campus. Indeed, the Department is working with a variety of units on campus to develop a proposal for a Center for Public Service that would draw on diverse capabilities of the University and other university's in the Orlando area to significantly extend public service activities. The proposed center offers the potential to bring a distinctive focus to the university's public service activities, attract resources to support faculty research and development, and enhance the quality of governance in central Florida.

At this time there is a very strained relationship with the College of Health and Public Affairs. The sense of unfilled expectations that characterizes that relationship has led directly to the Chair's decision to resign. His resignation has generated considerable concern among faculty, staff, and external constituencies. Faculty wonder whether it is worth the effort to pursue goals developed by the University, the College, and the Department. The currently tense situation could adversely affect public administration education and undermine the University's effort to move toward distinction in this area.

The management relationship with the area campuses also raises issues for the Department. Although there have been no direct conflicts, there is concern that the budget is allocated on a different basis for the area campuses than it is for Orlando. In addition, faculty sometimes feel they have multiple managers (department chair, dean, area campus director) that they

have to keep happy, with somewhat different agendas being pursued by the different managers.

The budget for faculty development is quite limited. It is not even sufficient to cover the expenses of faculty to attend the national conference of the American Society for Public Administration, the major national professional association for public administration faculty and practitioners. Consequently, there is little money for faculty to attend other conferences or pursue other professional development activities, such as seminars and workshops.

Salaries are low. They substantially lag behind national salary levels and leave too many faculty desperate to teach summer classes in order to make ends meet. It will be impossible to sustain efforts to build a program with national recognition unless this problem can be addressed. New Ph.D. graduates of public administration programs seeking assistant professor positions with universities with graduate degrees in public administration are routinely accepting offers of $45,000 to $47,000. Assistant professors at UCF had average salaries of $35,000 in 1992-1993. This alone suggests the magnitude of the problem.

IV. Facilities and Resources

The Department is located in a windowless basement area in a building with totally inadequate space for administrative and faculty offices, storage, photocopying, and faculty and student gatherings. To reach its storage area, the departmental faculty and staff have to go through a classroom. Thus, supplies are unavailable when classes are in session in that room. There is no office space for adjunct faculty, thus they have nowhere to prepare for classes or meet with students. Faculty who are housed in the area campuses in Daytona Beach and Brevard County have no office space in Orlando. Thus, when they come to Orlando to teach classes, do research, participate in departmental functions, or use library facilities, they have nowhere to work, rest, or meet with students. There is no work area in which mailings can be put together, reports compiled, or similar activities carried out. The photocopy machine is in a hallway where it poses a fire hazard. The office manager, student workers, graduate program assistant, and secretary for the Florida Growth Management Conflict Resolution program are crammed together in a small office area. Four faculty have offices with less than 100 square feet of space. The situation is terrible.

Classroom space is adequate and appropriate. The Department does not require laboratory space, although some public administration programs find it quite helpful to have a computer lab of their own. The faculty report that there is insufficient

space in campus computer labs to meet needs. There is no commons room for the Department's use.

While area campus faculty offices are adequate, main campus faculty usually have no office space on the area campuses. Thus, they have no place to meet with students or prepare for class when they are on the area campuses. Adjunct faculty teaching on the area campuses seldom have office space available to prepare for class or meet with students.

Library holdings and facilities on the Orlando campus generally meet minimal needs, although there are some glaring omissions in the journal holdings. The holdings on the area campuses are totally inadequate for professional public administration education. Although there is access to the main campus electronic catalogue on the area campuses, this does not provide sufficient means for students to search journals. In addition, although there is daily courier service between the campuses, both faculty and a Daytona librarian report that it takes five to ten days for a request to be filled. This clearly is insufficient. Faculty have solved the problem for themselves by making regular trips to the Orlando campus. This is not a solution for students who need material for course papers.

Computer facilities are available at each site, but the equipment at the area campuses is quite dated and unable to support current software applications. This limits the ability of the faculty to offer adequate instruction in a variety of areas of the curriculum, including basic data analysis. The equipment problems show up in the ways that classes are taught, with faculty reporting that they make little effort to have students pursue individual assignments that require the use of computers. This is a critical shortcoming given the explosion of information technology in the state and local government sectors served by the program.

While all faculty possess microcomputers, many of the machines are dated and faculty often lack appropriate, current software. Some faculty do not have microcomputers in their offices. Faculty report resorting to various stratagems to meet their needs. Because of equipment and physical facility shortcomings, the Department cannot take advantage of electronic mail and few faculty seem to be taking advantage of the "electronic highway" that is developing today.

The program is supported by one office manager, one graduate assistant, and a half time secretary from the Florida Growth Management Conflict Resolution Center. It is only because of the donated services of the half-time secretary that the Department is able to get by.

More generally, the Department is badly underfunded in comparison to other public administration units in the State University System of Florida. Units at other universities in the system with lower enrollment and graduation rates receive 30 percent more funding. This has a variety of consequences with respect to staffing, salaries, and service levels.

V. Recommendations

Recommendations are offered with respect to faculty, program, support, management, and facilities.

Faculty

1. Faculty are stretched thin by the current program demands. It is imperative that the faculty complement be increased or the size of the program reduced, if high quality public administration education is to be continued. Simply taking into account tuition waiver students would justify increasing the number of faculty by one or two.

2. The Department is under considerable pressure to increase class sizes in order to justify an increase in faculty lines under the dean's funding policies. It is important that class sizes be reduced or controlled, rather than expanded. Class sizes are at the limits of what is generally considered acceptable in public administration education.

3. Efforts should continue to diversify the faculty, particularly with respect to minority representation. The adoption of appropriate university policies to facilitate the development of current faculty would provide a critical boost in this respect, making it possible for the campus to support the pursuit of a terminal degree by a member of the current faculty who shows great promise as a teacher, scholar, and student adviser.

4. Salaries lag far below norms in the profession and should be increased at least $10,000 on average at the assistant professor level and more at higher levels. Failing to do this will adversely affect the quality of the program and make it quite difficult for the University to compete nationally for highly qualified faculty.

Program

5. The Department should seek accreditation for the MPA degree. The program currently meets most standards for accreditation. Those that are a potential problem can be successfully

addressed. In the environment of the University and the State University System, accreditation will serve the program well.

6. The current review of the bachelor's degree should be completed and such changes as are considered appropriate adopted to enhance the qualifications of graduates and insure that they possess appropriate cognitive skills, analytical abilities, problem solving capabilities, and professional values.

7. There are few models of Ph.D. degrees in public affairs. Public administration programs typically award a Ph.D. in public administration or a Doctor of Public Administration degree. In planning for a Ph.D in public affairs, careful consideration should be given to the relationships among the different elements of the program and the career opportunities that will be available to graduates of such a program.

8. The University should not proceed with the implementation of a Ph.D. program until it is in a position to support it with appropriate levels of resources. This must include additional faculty positions in public administration, teaching assistant lines, support staff, space, and equipment.

9. The proposed Center for Public Service would mesh nicely with the mission of the Department, particularly if that mission is conceived a bit more broadly to encompass public affairs, as is the case at a number of institutions. Careful consideration should be given to how it will relate to the Department so that a synergistic relationship can develop. The Center will enhance the University's ability to contribute to the quality of public affairs in central Florida.

Support

10. Adequate office space is a critical need for the Department. Steps should be taken to insure an appropriate working environment for all faculty and staff. As part of that effort, office space should be provided in Orlando for faculty from the area campuses and adjunct faculty. Steps should also be taken to insure the availability of office space for Orlando faculty and adjunct faculty teaching classes on the area campuses.

11. Public administration library holdings on the area campuses should be strengthened. Steps should be taken to insure that it takes no more than one day for the main library in

Orlando to fill a request for materials from the area campuses, including delivery of that material to the area campuses.

12. The Department should complete its review of library holdings in Orlando and develop a specific proposal for consideration by the campus administration to address significant gaps that are discovered in journal and monograph holdings.

13. The Daytona Beach campus has plans in place to modernize its computer laboratory. This critical step will help make appropriate technology available for analytical methods courses in public administration. The Department should develop specific requests for the computer centers on all three campuses to insure that appropriate hardware and software are available.

Management-Internal

14. If the Department is to be encouraged to continue to strive for national and international prominence, authorization should be given to initiate an external search for a new chair.

15. Efforts should continue to build a sense of shared identity and purpose among the faculty, with a specific focus on the attainment of goals identified in the University's Statement of Purpose, President Hitt's five goals for UCF, the College of Health and Public Administration's mission statement, and the Department's mission statement.

Management-External

16. The strained relationship between the Department and the College should receive specific attention. Trust and confidence are at a low level in both directions. A process should be put in place to rebuild a sense of shared purpose and mission and mutual trust and confidence. An outside facilitator might be of assistance in doing this.

17. The question of who is in charge was raised by faculty who are assigned to the area campuses. They often feel conflicting pressures from the chair, area campus directors, and the dean. Steps should be taken to clarify that they are faculty of the Department of Public Administration who are evaluated by the Department and whose workload is set by the Department.

18. Consideration should be given to the creation of a school of public affairs in the College of Health and Public Affairs. This would recognize the breadth of the public service and teaching mission of the Department, while enhancing its visibility in the professional community.

FLORIDA ATLANTIC UNIVERSITY
PUBLIC ADMINISTRATION PROGRAMS

Prepared by Jack Rabin

I. PROGRAM

Depth, Breadth and Currency of the Program

The relevant academic programs at Florida Atlantic University consist of the new Bachelor of Public Management (BPM), Masters of Public Administration (MPA), and Doctor of Philosophy in Public Administration (Ph.D.) degree programs. All programs are housed within the College of Urban and Public Affairs which is located at the Broward Campus.

All three degree programs are organized around a core area of courses and subject matters. The BPM requires twenty-one credit hours of core, course work, twenty-two in management skills, twelve further elective credits, and an internship. The MPA core curriculum consists of twenty-four credits and eighteen credit hours in one of three specialization areas:Environmental Growth Management, Public Budgeting and Financial Management, or Public Management. The MPA program is accredited by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration. The Ph.D. program involves a core curriculum of eighteen semester hours, fifteen of specialization work in areas of Public Policy, Environmental Growth Management, Organizational Studies, and Public Budgeting and Financial Management, and at least eighteen credits of dissertation work.

The three public administration programs are of more than adequate breadth, depth and scope. The faculty makes major efforts to provide adequate offerings; this is especially noteworthy given the number of sites at which course offerings are provided:

Davie Site: Bachelor of Public Management
Broward Site: Masters of Public Administration and Ph.D. in Public Administration
North Palm Beach Site: Masters of Public Administration.

In addition, the faculty provides a service course to the School of Business Administration, which sections are taught at the Broward, Boca Raton and North Palm Beach locations.

FAU has placed on the University Master Plan a proposed master of public policy degree as part of the Broward Initiative.

Community College Articulation and Program Sequence

The three academic programs are sequenced so that a student finishing at a local community college ultimately has the potential to complete the Ph.D. at Florida Atlantic University. FAU is in the final stages of making articulation agreements with both Broward County and Palm Beach Community Colleges. FAU's program sequencing leads well into the MPA; in fact, graduating from the BPM program provides the student with the requirements for admission into the MPA. The MPA is a solid foundation for doctoral studies. This arrangement is a great contribution to the citizens of the area as well as the quality of the public service.

Credit Hours to Undergraduate Degree

All BPM students must complete a minimum of one hundred and twenty semester credits, sixty of which must be upper division work (the last thirty hours being in residence at FAU). In the mix of upper division work, there are required:

Core courses: 21 credits
Management Skills cognate courses: 22 credits
Elective courses: 12 credits
Internship course: 1-6 credits.

While there are no national standards for public administration/public policy undergraduate programs, the BPM compares favorably with The Pennsylvania State University Harrisburg Bachelor of Public Policy degree program which requires: sixty credits in upper division work--core courses (16 credits); public policy elective courses (15 credits); courses in behavioral sciences (6 credits) and humanities (6 credits); and, seventeen credits of other electives. An internship of one to nine credits may be substituted for either some of the public policy or the other elective courses.

II. STUDENTS

Admission Standards

Admissions requirements for the three degree programs appear reasonable and appropriate. Students qualify for admission to the BPM program on the basis of academic performance in their associate degree or lower division course work and the completion of any required courses.

The two general requirements for admission to the MPA are a minimum score of 1000 on the combined verbal and quantitative portion of the GRE and/or a 3.0 grade point average in the last sixty hours of undergraduate course work. Admission to the Ph.D. program requires a minimum score of 1000 on the combined verbal and quantitative portion of the GRE and a 3.5 grade point average in the MPA. In addition, one must submit a current resume; a

statement of intent describing the applicant's educational and career goals and the specific relationship of the Ph.D. degree to the achievement of those goals; two samples of previous research or professional analytical written work; and, three letters of recommendation.

Requiring students to submit examples of written work is an excellent admissions requirement since the Ph.D. program stresses written communication.

Number of Students

The following represents the number of students enrolled in each degree program (academic year, 1992-1993): BPM - 19, MPA - 145, PhD - 51. These numbers may change over time, since students in night programs tend to leave school for periods of time due to job, family and other considerations. Both the BPM and the MPA programs could expand by fifty percent and still not be a great drain. However, the Ph.D. program should expand much further given the great amount of time required for dissertation advising.

Appropriate Numbers of Degrees Granted Yearly

With the exception of the BPM which only has been in existence for under two years, the faculty should give consideration towards increasing the number of graduates from the two graduate programs. Given the size of the faculty and the region from which students are drawn, the MPA program is the least productive in the State of Florida. Since its inception in 1984, the Ph.D. program has had only five persons finish their degrees. With about twelve Ph.D. students writing dissertations at the present time, the number of students receiving a doctorate should increase in the near future.

Teaching Assistantships

There are twelve research and teaching assistantships. These assistantships are well-paid and a major contribution by the University toward obtaining well-qualified doctoral students. While comparative data is not available, it is safe to assert that most public administration doctoral programs do not offer so many, well-paid teaching assistantships.

Tracking System

The College of Urban and Public Affairs employs a full-time professional who works with faculty admissions committees and who deals with student tracking. Data bases exist for each student who must complete a course of study form at the inception of degree work.

Club and Societies

There exist both a graduate student organization as well as a chapter of Pi Alpha Alpha--the public administration honorary

society. The graduate student organization has published a newsletter, and was very instrumental in networking among students in all three degree programs and encouraging the large numbers of students who attended the sessions with the University and the lead consultant.

Advising Services

Program advisement is provided primarily by the director of the School of Public Administration, who is assisted by the FAU Office of Academic Support Services. Ph.D. students are assigned an individual, faculty advisor. Moreover, faculty members make themselves available before and after class to meet with students; this holds also for students taking courses in remote campuses.

Student Distribution by Race and by Gender

Both faculty and administration are committed to student diversity. Given its market, the School of Public Administration has attracted a large percentage of minority students and women. The status of minority students is:

BPM: 4 minority students (21% of total)
6 female students (32%)

MPA: 22 minority students (15%)
74 female students (51%)

Ph.D.: 14 minority students (27%)
15 female students (29%).

These distributions would be enhanced if the public administration programs were provided with an advertising/student outreach budget. At present, no funds exist for these endeavors.

III. FACULTY

Distribution by Age and Rank, Gender and Race

There are nine full professors, three associate professors, and two assistant professors; one faculty member is under forty, six are between forty-one and forty-nine years old, six are between fifty-one and fifty-nine years of age, and one faculty member is over sixty years old. Thirteen faculty members are male, one female, although for the 1993-1994 academic year, the School of Public Administration has hired a woman as a visiting assistant professor to replace a faculty member who is on a leave of absence. Nine faculty members are Caucasian, two African-American, and two Asian.

In its recommendations, the National Association of Schools of Public Affairs and Administration strongly recommended that the School hire at least one female faculty member, and there are special FAU affirmative action funds for this endeavor.

Departmental Leadership

The College and the School are led by two very capable individuals. They have clear visions of the mission and goals of the College and of the School as well as current and future needs.

Quality of Teaching

From conversations with current students and alumni, there was clear feedback that students were satisfied with the quality of instruction in the three degree programs. Moreover, several students and alumni made a point about the extra efforts made by faculty with respect to advising; in fact, it was noted that one faculty member met students regularly on weekends in order to accommodate student schedules.

Quality of Scholarship and Publications

Most School faculty engage in scholarly research and publication, and many sit on the editorial boards of the leading, refereed journals in the field. A count of the refereed articles, books and monographs produced by the faculty over the last three years reveals that thirty-eight articles and chapters in books were written along with eight books.

Internal Cooperation

There is a high degree of collegiality among faculty within the School of Public Administration and within the College of Urban and Public Affairs. Significantly, the College and School have warm and close ties to the FAU School of Business Administration, a not-too-common occurrence.

Ties to the faculty at the Boca Raton campus were not great. School of Public Administration faculty felt that Boca Raton-based undergraduate faculty sitting on university-wide committees were not sympathetic to the needs and course-requirements of the School.

School of Public Administration faculty, however, have strong ties to the Florida Atlantic/Florida International University Joint Center for Environmental and Urban Problems. In addition, similar close ties exist with the FAU Institute of Government, a Type I Institute.

External Linkages

External linkages consist of faculty consulting and the joint Ph.D. program with Florida International University.

Most faculty members engage in some type of consultative work--either for one of the institutes of government or as an independent consultant. Though efforts have been made to encourage FAU doctoral students to take courses at Florida International University (FIU), and there have been some faculty from each university teaching at each other's sites, in the main there is very little interaction among the programs. These Ph.D. programs, should be uncoupled and permitted to operate independently.

Salaries

Faculty salary levels are not consistent with the earnings of similar faculty members with similar levels of scholarly productivity. Several senior faculty members will leave in the next few years unless the salary issue is addressed.

IV. FACILITIES AND RESOURCES

Space

At the present time, there is sufficient faculty office space, but there is no room for the addition of any new faculty members. There is no office space for teaching assistants.

Classroom space, given class sizes, is adequate. Computer laboratories are sufficient and modern, but the hours of operation should be expanded so as to meet the special needs of part-time students.

Library

The library holdings are a major problem for the public administration program, and the University should shift funds to make up for deficiencies. The problem is especially acute with respect to journal holdings there are numerous important administration journals not being taken by the libraries serving the programs. Students are forced to use the libraries at other institutions such as Florida International University, Nova University, the Miami Public Library, and especially interlibrary loan.

Equipment and Support

Electronic data processing seems adequate with a new main computer system coming on line soon. Each faculty member has a micro-computer in his/her office. The level of human and financial resources for supporting faculty research and teaching is inadequate.

V. OBSERVATIONS AND RECOMMENDATIONS

1. Program Faculty

OBSERVATIONS: The public administration faculty is of high calibre, with a high degree of collegiality. Many faculty members are writing in scholarly publications as well as authoring and editing books. Teaching is of high quality, and several faculty members are leaders in national, professional associations and on the editorial boards of scholarly journals. The program is a national leader in growth management, and having a former Florida governor on the faculty is a credit. The faculty workload is above average, and travel is onerous. Compared to the last review, most of these are impressive sets of developments.

RECOMMENDATIONS: The programs should stay on course, but more resources should be dedicated to faculty development.

2. Doctoral Program

OBSERVATIONS: The doctoral program was off to a slow start, and has had signs of growing pains. However, the curriculum has been well-designed, and admissions standards are satisfactory. There is good use made of Joint Center funding of teaching assistants. Though there has been a low productivity in the number of degrees awarded, it is expected that there should be about 2-3 students graduating from the program each year. Finally, the faculty is endeavoring to finalize the format of the comprehensive examination.

RECOMMENDATIONS: The program should be allowed to mature. Pressure, however, should be kept on degree productivity, and the faculty should stabilize degree requirements with respect to the comprehensive examination.

3. Masters Program

OBSERVATIONS: The MPA is a solid degree program; however, locations at which courses are given are scattered, and the degree productivity has been somewhat low. Nevertheless, there is strong student and alumni support, and a good balance between theory and practice in graduate courses.

RECOMMENDATIONS: Degree productivity should be increased gradually. The University should fund advertising and marketing efforts. In addition, there should be consideration given to some course or load adaptations based on the extent of North Palm Beach teaching.

4. Undergraduate Program

OBSERVATIONS: The Bachelor in Public Management and the service course to the School of Business Administration are operating at a high degree of proficiency. The articulation agreements with Community Colleges are important and notable. There is a positive cooperative relationship with the School of Business Administration.

RECOMMENDATIONS: The undergraduate programs should stay on course. The College of Urban and Public Affairs should give immediate attention to institutionalizing the arrangement with the School of Business Administration with regard to the service course.

5. Program Support Issues

OBSERVATION: There are serious support problems with regard to library serials. There is very little commerce and synergy between the public administration programs and programs in the School of Social Science in Boca Raton.

RECOMMENDATIONS: The University should reallocate resources toward increasing and enhancing library serials in public administration at the Broward Campus, and library books and serials at both the Davie and North Palm Beach Campuses. The Colleges of Urban and Public Affairs and Social Sciences should explore new relationships. Finally, the next Regent's review should be coordinated with the review by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration.

UNIVERSITY OF NORTH FLORIDA
MASTER OF PUBLIC ADMINISTRATION PROGRAM

Prepared by Gordon P. Whitaker

I. Program

The current curriculum for the MPA at the University of North Florida became effective in the Fall, 1992. The seven core courses appear to cover the basic knowledge, values, and skills outlined in NASPAA Standards. UNF MPA students further prepare an area of specialization through a four-course concentration and two additional electives. Formally, students may choose between an urban concentration and a "general" (individually tailored) concentration. In fact, current faculty resources do not permit students to complete the urban concentration. The program director works closely with each student to design a concentration which maximally meets the student's needs from all available UNF graduate courses. Student interest in more urban policy and management courses and in an urban concentration remains strong and unmet. Importantly, the program director and MPA faculty continue to assess the appropriateness and adequacy of both the core and specialization portions of the curriculum.

Many students are not now able to take courses in the appropriate sequence. With current faculty resources, core courses can be offered only once a year. Students who begin the program the semester after an introductory course has been offered must wait two terms (semester and summer) of course work before they have the opportunity to take the introductory course. If they have a conflict at the hour the course is offered, they are even further delayed in getting courses in the appropriate sequence or even in completing degree requirements. Most of the students are employed full-time, so they are not able to adapt their own schedules to take full advantage of the extremely limited course offerings the MPA program can provide.

The MPA program is closely linked to UNF's Center for Local Government Administration (a Type II center). The MPA program is also an active member of the National Association of Schools of Public Affairs and Administration, although it is not accredited by NASPAA.

II. Students

The UNF MPA program has and applies appropriate admissions standards. Recent faculty concern about some students admitted on a "trial" (probationary) basis has resulted in establishment of a faculty committee for deciding on admission in these cases. Student demand for the MPA program appears to be increasing, with the number of enrolled students going up. Retention and

graduation rates appear to be strong. An increasing proportion of the MPA students are full time, so that FTEs (and demand for spaces in classes) is going up more quickly than headcount.

Graduate assistantships are available for MPA students through the Center for Local Government Administration, which is (like the MPA program) located in the Department of Political Science. These assistantships not only provide funding for MPA students, but also provide them with assignments relevant to their professional preparation. The Graduate School also intends to provide at least one graduate assistantship each term for the MPA program: however, only limited resources are available for paid internships. With the increasing numbers of pre-service students in the program, additional paid internship opportunities need to be developed. Staff support is needed for internship development and supervision.

Students report receiving excellent advising from the MPA program director. He is readily available, knowledgeable, and concerned about each individual's professional goals and preparation.

The program has a diverse student body, about half of whom are female and about a quarter of whom are African-American.

III. Faculty

There are too few faculty resources available for the MPA program. Although five faculty teach MPA courses, four of them must devote most of their time to other programs. One MPA faculty member is Chair of the Political Science Department and devotes most of his time to those responsibilities. Another is Director of the Center for Local Government Administration, which requires most of his time. Two others teach mostly undergraduate political science courses and are able to offer one or two MPA courses each year.

Scheduling and course selection problems created by the faculty shortage were discussed in Part I. Further problems resulting from too few faculty are overcrowded classes and over reliance on one faculty member in the teaching program. Last year, for example, MPA classes averaged more than 24 students per section; one course had 39 students and turned away an additional ten or so. For professional graduate instruction, maximum (rather than average) class size should be about 24. Further, for the past three years, more than half of all MPA courses have been taught by a single professor, greatly limiting the range of perspectives and experience students encounter in their professional education.

The faculty has a good mix of experienced and junior members, including one full professor, two associate professors, and two assistant professors. It is also diverse, including one white woman, one African-American males, and three white males.

Students report that teaching in the program is good to excellent, and syllabi indicate that courses are well planned and current. This is mostly a teaching and public service faculty. Faculty publications are mostly concerned with teaching public administration or with applied analyses for public agencies. This seems appropriate given the mission of UNF and its MPA program.

Members of the faculty need to communicate with each other more about the MPA program's mission and how they can work together toward common goals. The two junior faculty are new. The three senior faculty each have substantial administrative responsibilities. While only one of the three is primarily concerned with the MPA program, the others each have not only a teaching interest, but also an administrative interest (as department chair and center director) in the MPA program. Further, there are no explicit procedures for involving the MPA faculty in MPA policy making and program review.

Faculty have excellent external connections both in the greater Jacksonville area and nationally. (The program director currently serves on NASPAA's Executive Council and is also a member of its Commission on Peer Review and Accreditation.)

Salaries are generally low. A particular problem exists with regard to the MPA program director who is only on nine-month appointment, despite his year around responsibilities for advising students, supervising interns, and administering the program.

IV. Facilities and Resources

Space is extremely limited at UNF. Faculty are crowded into very small offices, there is little room for graduate assistants or other support staff, and classrooms are in very short supply during the evening hours when most MPA students are able to take courses. Because there are too few classrooms in the evenings, one professor has begun offering classes on Saturday.

The library and computer facilities appear to be quite good. Both have kept current with advances in computer hardware and software. Key works and periodicals for public administration are available locally. The LUIS system and support for interlibrary loans enables to library to provide adequate support for student and faculty research despite severe limitations on its own collections due to budget cuts.

A separate identifiable expense budget for the MPA program does not yet exist, although discussions about its establishment are underway with the department chair and college dean. There are no separate support personnel for the MPA program, although the dean plans to provide funding for at least one graduate assistant for the program.

V. Strengths, Needs, Recommendations

Strengths. The UNF MPA program has a talented and dedicated faculty. The program has good outreach to the community and is well-situated to make increasingly important contributions to improving public policy and management in northeast Florida. The program attracts good students and has a diverse student body. The program provides excellent advising and has an appropriate curriculum and well-taught courses.

Needs and Recommendations.

1. OBSERVATION: The MPA program needs at least two additional faculty.

   RECOMMENDATION: Hire one additional MPA faculty member during the current academic year and a second additional faculty member during the 1994-95 academic year. To permit more frequent offering of core courses, reduce class size to acceptable limits, and provide students opportunities to take courses from a wider range of professors, both of these new hires should be competent to teach in several core areas of public administration. To permit offering of additional courses in urban policy and management, at least one of the new hires should be competent to teach such courses. Both new hires should be dedicated to teaching MPA students and should be recruited and assigned on that basis.

2. OBSERVATION: The MPA program faculty need a clearer sense of their common MPA mission and explicit procedures for making decisions about the program.

   RECOMMENDATION: Bring in an outside facilitator (or process consultant) to help the MPA faculty clarify their vision for the program and develop procedures for program decision-making. This activity might be organized as a retreat or as a series of intensive workshops. It is important that all of the full-time faculty who teach in the MPA program be fully involved in these sessions. These sessions need to be held as soon as possible.

3. OBSERVATION: The MPA program needs to offer a greater range of courses during evening hours.

RECOMMENDATIONS: The dean should allocate additional evening classroom space to the MPA program when the new Health Sciences building is completed.

The MPA program must experiment with offering some evening courses at off-campus sites. These sites should be easily accessible to students and faculty if they are to increase the course options for part-time students.

The MPA program should experiment with offering sections of some core courses during the day. Perhaps at least some part-time students might be able to join full time students in classes scheduled early in the morning or late in the afternoon.

4. OBSERVATION: The MPA program needs staff support and an adequate, identifiable operations budget.

RECOMMENDATIONS: Place high on the list of funding priorities a half-time secretarial position for the MPA program and allocate funding for MPA graduate assistants to provide staff support to the program.

There should be an identifiable budget for MPA operations to be administered by the MPA director.

5. OBSERVATION: The MPA program director needs to be compensated for his work advising MPA students, supervising MPA interns, and administering the MPA program during the summer.

RECOMMENDATION: The MPA program director should be placed on twelve month appointment.

6. OBSERVATION: The MPA program needs to be accredited by NASPAA.

RECOMMENDATION: With two exceptions, all other MPA programs in Florida have NASPAA accreditation. Students at UNF should have access to a program of comparable quality and recognition. To achieve that goal, the UNF MPA program will require the enhancements outlined in these recommendations.

FLORIDA INTERNATIONAL UNIVERSITY
PUBLIC ADMINISTRATION PROGRAM

Prepared by Lloyd Vaughn Blankenship

Overview

During the past half dozen years, the Public Administration Program (PAP) at FIU has undergone steady development, change and improvement in its research, public service and educational functions. Today it clearly ranks as one of the best such programs in the State of Florida and offers to the people of the Miami-Dade County Metropolitan Area an excellent, low cost opportunity for education, training, advising, and technical assistance in public management and policy analysis.

Several senior faculty with national reputations have been added to the PAP since the late 1980's and the junior faculty look most promising in terms of their teaching and research publication record. The Institute of Government, through its career training workshops, executive development program, and public policy conferences, provides a broad avenue for the PAP and other SPAS faculty to meet some of their public service responsibilities. The Institute also provides support for graduate students and opportunities for faculty to conduct applied research and to give technical assistance to regional and state governments. Finally, what was a good, traditional program in public administration is well along the way to becoming one which combines public administration and policy analysis with particular strengths in applied quantitative analysis. Such a program is very responsive to the changing character of government at the national, state, and local level and its demand for people who can perform effectively in an information rich, complex, policy-oriented environment.

These considerable accomplishments, however, rest on a fragile base. If they are to be consolidated and to realize their full potential for the University and the region, some important decisions need to be made by the University regarding its goals in graduate education, its commitment to an 'urban mission' in the region, and the role of the PAP in that mission whether as part of a redefined SPAS or some other reconfiguration of existing programs and organizational units. As the self study prepared for the BOR review makes clear, the faculty recognizes that it still has things that it must accomplish to implement fully the positive changes which have already been initiated. These are important and the work should continue with the full support of the University administration. But, to put it bluntly, the resources at their disposal are distressingly 'thin'.

Only 10 full-time faculty are currently expected to manage three different degree programs with a total enrollment in the 1991-92 academic year of a little over 2000 students and some 97 sections. While enrollments have been rising in recent years, the number of full-time faculty has actually declined. For whatever reason, and we heard several explanations during our visit, the PAP and SPAS were unable to reach agreement on filling the two additional, authorized faculty positions during the past year. Should one or more of the present senior faculty leave in the next year or so, the program and the change in emphasis will be quite vulnerable.

Faculty and support offices are located on the North Campus of the university where approximately half of the courses in a semester are offered. The other half of the courses are given on the University Park Campus, approximately one and a half hours driving time, one way, from the North Campus. This represents another 'stretch' of faculty time especially since there is only limited support and space and no student records on the University Park Campus.

The normal faculty teaching load in the PAP is two courses a semester. This is certainly appropriate given the increased expectations for research and public service in the program. In addition to its teaching responsibilities, the faculty is expected to recruit and advise students, place them in internship programs, monitor and help them integrate their experiences with their course work, assist in placement and/or career changes, while managing the Department and its programs with a very limited number of graduate assistants, graders, and administrative support staff.

Unfortunately, the freeze in the library budget and the absence of a budget for either faculty computers or student computing lab facilities in the last several years has hampered both faculty and students in meeting the changing educational and research needs of the program. The absence of a departmental 'presence' on the University Park Campus certainly complicates this situation. Finally, and importantly, the curriculum reviews and implementation of changes which have been, and are, taking place are themselves very labor intensive as students, especially at the doctoral level, require a great deal of attention and assistance if they are to understand and meet new standards.

In light of these conditions, then, the faculty is to be doubly congratulated for what they have accomplished. They have done it through a judicious use of the resources at their disposal including their own time, the use of adjunct faculty, and limiting the number of courses they can offer in specialized areas to a point where the credibility of the program could become an issue in future NASPAA accreditation. While there are some improvements, at the margin, still to be made within their

existing resource levels and program structure, without some significant changes in resources and/or structure, it will be extremely difficult for them to realize more fully the University's and, their, aspirations for the PAP. It is even quite possible that some of the advances already achieved could be jeopardized. These changes will require the approval and strong support of the University if they are to be realized.

I. PROGRAM

Baccalaureate of Public Administration.

The Department has just completed a thorough review and redesign of its baccalaureate curriculum with a view towards broadening the training of students in the underlying social sciences and liberal arts, increasing their skills in quantitative techniques and policy analysis and providing a 'hands on' or integrative experience through an internship and/or a 'capstone' seminar for those currently employed in government. There is also recognition of what appears to have been considerable grade inflation and some redundancy in course content in the undergraduate program. The faculty is taking steps to address both of these issues. These are all very positive and appropriate developments, given the existing educational structure in the PAP.

Master of Public Administration.

The MPA is designed to prepare students for middle- and upper-level management and policy analysis positions in government and all of its courses are offered in the evenings or on the weekends to accommodate a predominantly part-time student body. A revised curriculum was introduced in 1991 reflective of the changed emphasis on policy and quantitative analysis within the PAP.

Nationwide, the MPA degree is the 'bread and butter' of public administration programs. It is their primary rationale fulfilling, as it does, the needs of government at all levels for professional training for its managers. It is by far the largest component of such programs--baccalaureate degrees being a relative rarity and doctoral programs smaller and focused. While the faculty often judge themselves primarily by the quality of their doctoral students and their placements in prestigious academic or administrative positions, most others know and evaluate these programs by the quality and placement of their professional master's students.

Judged by the quality of the faculty and the rigor and content of the curricula, as it now stands, the MPA program at FIU is arguably one of the two best in the State of Florida and is certainly among the top 50 out of over 200 programs in the

United States. It is an excellent educational resource and financial bargain for the people of the region and the state. Having said all of this, however, probably nowhere in the PAP are the consequences of the Department's constrained resources more in evidence than they are here.

The problems were well documented during the accreditation visits by the NASPAA in 1990 and have been fully recognized by the Department in its self study. In our visit and review, the consultants found reason to agree with these earlier conclusions. Some of the problems--the need for a 'capstone' course which integrates the educational curriculum; better course sequencing; more attention to economic institutions--are being addressed in the revised curriculum. Another, a more effective internship program, is being given greater attention by the faculty coordinator of the MPA program. Of course, this limits the time available to respond to other problems in this significant program.

Other problems, however, simply can't be as adequately addressed within existing program commitments and resource limits. Enrollments have remained almost level within the last eight years with about 40 students graduating each year after three calendar years of study. While they are a highly diverse group in terms of race, gender, and ethnicity, they are not geographically diverse nor is there the right mix of part-time and full-time students even for a commuter student body. At this stage in its development, about 15 to 20 percent of the students should be full-time. The attrition rate is estimated at about 30 percent and the overall quality of the student body is lower than it should be given the quality of the PAP and its faculty.

Three things are required to begin addressing these problems: broadening the base and changing the mix of students through a much more aggressive recruitment effort; expanding financial support for more full-time students; and more master's level courses, especially in the specialization areas which are an integral part of the program. The tracks in Budget and Analysis and Comparative Administration have no redundant faculty. As a consequence, in the most recent academic years core courses have had to be cross-listed with undergraduate courses. Students choosing one of these two specialized areas may have difficulty completing their work in a timely fashion because of the limited number of offerings and the NASPAA accreditation could be jeopardized.

Doctor of Philosophy.

The Ph.D. program has been in existence some ten years with the first students being admitted in 1984. It was designed, initially, for place-bound, mid-career students who needed analytic and research skills in order to be competitive in the regional, national and international academic and administrative

market. Since then, the Department has produced 10 doctorates and placed them in a variety of academic and management positions. This, by itself, is a considerable accomplishment for which the Department and the University should take some satisfaction especially as this was the first free-standing doctorate at FIU.

The original hope that this program would provide a link between FIU and FAU has not been realized. The available resources for student financial support have been limited and managed at the College rather than at the Department level where allocation decisions are best made. Access to adequate computer lab facilities, especially in a program emphasizing analytic and quantitative methods, is shockingly limited.

The Institute of Government has been able to provide some support to graduate students as have several faculty with small research grants. However, increased support for graduate research assistants, so critical to a successful Ph.D. program, will depend on faculty success in expanding their portfolio of research grants and contracts which, in turn, depends at least partly on the time available to the faculty for such efforts.

It was clear in meetings with students that of all of them, those in the current doctoral program felt most affected by the changes which the Department has been implementing. Several had originally entered the doctoral program with the intent of pursuing or continuing a career in administration rather than academia. Even some who now aspired to an academic career had begun with a different set of goals in mind. Though that is certainly not unusual in graduate work and, in fact, is often to be expected and desired, still it underlines the need to examine and clarify the faculty's aspirations and goals for the doctorate.

The Ph.D. students expressed considerable concern regarding the articulation between the performance expectations of the faculty, especially, but not only, in the quantitative and analytic area, and their opportunities to master such material both through formal coursework and 'apprenticeship' training as teaching and research assistants. More generically, they were quite concerned about the level of what they called 'mentoring' which faculty had been able to give them during a period of transition such as the last few years have been. Again, it is difficult to see how the present faculty could have done much more in this relatively short time given their limited resources and small size.

II. STUDENTS

Admission standards, majors, and degrees granted.

The admission standards for the BPA, MPA and Ph.D. seem reasonable and adequate and, given the present program structure, the number of majors is appropriate. The program boasts a relatively high number of degrees granted annually when the large number of part-time students is taken into account. Unfortunately, financial support for doctoral and master's level students is inadequate.

Tracking System.

While the Department has its own manual record system, it does not appear that the University data system is capable of tracking students, identifying majors, and carrying out student origination and retention studies. In fact, the student data base seems fragmented and not very well structured for answering, clearly, some of the questions of interest to the BOR.

Advising Services.

Comments form student interviews suggests that advising services are adequate. There is a departmental coordinator for the BPA, MPA, and Ph.D. programs who has primary responsibility for student advising. This places a significant burden on that individual, especially given the part-time character of so many of the students. The major concerns regarding advising were expressed by some of the faculty. In particular, the absence of a departmental 'presence' on the University Park Campus, where half of the courses are offered, makes advising, and other interactions with students, much more difficult.

Distribution by Race and Gender.

This is one of the most impressive aspects of the program. It's students, at all three levels, are reflective of the cultural diversity of the region. This is among the most successful programs in the country in this respect.

III. FACULTY

Distribution by age, rank, gender and race.

Judged by the average length of time that they have been at FIU, 5.4 years, this is a young faculty. Indeed, if two of the faculty who have been there for 12 and 13 years, respectively, are dropped from the group, the average is only 3.3 years. By another set of indicators, however, this is a middle aged faculty: 6 are Professors, 1 is an Associate Professor and 4 are Assistant Professors. Their average age is 47 and the average time since receipt of their highest degree is 17 years.

This distribution clearly reflects the decisions which the SPAS and the University have made during the last half of the 1980's to change the character of the PAP and to upgrade the quality of the faculty by hiring a group of established and well known scholars. As a consequence, the program is a bit 'top heavy' and additional faculty should be added at the Assistant/Associate Professor level.

The majority of the faculty are white males. However, there are two women and one Black-Hispanic faculty member. This distribution is probably slightly better than the national norm in public administration which, as a profession, is overwhelming male and white.

Salaries in the PAP are low, judged either by the Department's experiences in attempting to recruit new faculty or by data from faculty salary surveys. In recent years, salary offers made by the Department have been $8,000 to $10,000 below those offered by competing programs. A recent Ph.D. student from the PAP was hired at a beginning academic salary that was $10,000 more than that of some of the junior faculty in the PAP.

The message of low salaries which these 'market' experiences signal is reinforced by data from a 1990/91 NASPAA survey of public administration faculty at 1 private and 17 public, comprehensive universities including FIU. The median salary for Professors who had been at these institutions for five years or less was $72,621, the low was $45,290. In 1993/94, comparable senior faculty at FIU had a median nine month salary of about $65,000, putting them almost $7,700 below the median but well above the low number.

The median for Assistant Professors in this same survey was $41,500 and the low was $31,000. In 1993/94, the median nine month salary for Assistant Professors in the PAP was about $34,100, only $3,100 above the low number and almost $7,500 below the median. Such disparity, left unattended by the University, could lead to lowered morale and the loss of both junior and senior faculty.

<u>Leadership and Internal Cooperation</u>.

There is a general consensus in the PAP and in the University that the leadership has been excellent. Judging by these comments and the many positive changes which have been and are being made, the review team would concur. There also appears to be a great deal of cooperation among the faculty. Morale was high and there was little evidence of the kind of 'academic politics' and infighting which frequently characterizes departments and prevents change.

Quality of Teaching.

This is a conscientious, hard working faculty that takes its teaching seriously. They are understaffed for the enrollments they have, and the three degree programs they presently offer. This, coupled with the split between the two campuses, limits their ability to interact with the students as much as they would like.

Used selectively, adjuncts can usefully supplement core faculty and provide students access to 'practitioners' and/or to specialized areas of important professional knowledge. However, it is clear from the data that the PAP has had to rely too heavily on adjuncts and TA's in meeting their teaching responsibilities, especially at the undergraduate level. In the Fall of 1993, for example, over two-thirds of the undergraduate courses are being taught by adjuncts and Ph.D. students; 40 percent of the Department's total course load is being handled by adjuncts. Again, this reflects the choices the faculty have had to make in order to meet their commitments within their limited resources.

External Linkages

Given the relatively short time that most of this faculty have been at FIU, they have begun to develop some strong linkages with groups and governments in the region. The senior faculty, of course, have well established links with their professional societies, serve as editors of nationally recognized journals and/or reviewers for these journals as well as for agencies like the National Science Foundation, and are active in a number of technical and advisory roles at a national level. The Institute of Government is becoming a particularly effective mechanism for linking the PAP with external groups.

Faculty Development

The primary vehicle for faculty development is its research. By reducing the faculty teaching load to two courses a semester, the PAP has taken a significant step to encourage research. Except for one recent academic year, there has also been a small budget to support travel to professional meetings or for proposal development. The Institute of Government has also provided some limited funding for applied research and technical assistance of use to various governmental units in the region. Research is the main contributor to faculty development. Faculty teaching loads in the Department.

Quality of Scholarship and Publication

This is a productive faculty. Their research deals with an impressive range of policy and management issues of both regional and national significance and has been published in book form, in a variety of refereed journals, and in a number of specialized reports for use by governmental decision makers. This faculty is extremely well positioned to take advantage of the planned shift

in emphasis in state support for the Institute of Government towards more competitive research grants. Both they and the graduate students in the Department will benefit from this proposed shift.

IV. FACILITIES AND RESOURCES

Space

The distribution of three degree programs across two campuses which are up to an hour and a half in driving time distant from each other is a major contributor to the resource problems faced by the PAP. The Department has only a very limited administrative 'presence' on the University Park Campus, sharing limited space with another program, and its student records are located on the North Miami Campus even though most of the students are at University Park.

There is also insufficient space for an appropriate computer laboratory for students either in the Department or the computer center on the North Miami Campus. This is a significant problem which needs to be addressed as soon as possible.

Library

In the last five years, the funding allocation has been insufficient to cover the continuing costs of the library, e.g., journal subscriptions and standing book orders. This has been exacerbated by an inflation rate in publishing costs well above the CPI. To its credit, the University has managed to make up this difference from other available funds. As a consequence, the PAP has had an annual increment for new book purchases of about $10,000 per year for a total of $47,074.

This total has been marginally adequate to meet the needs of a program that has undergone enormous change in terms of curriculum, faculty composition, and research orientation. It needs to be augmented by 20 to 25 percent, in constant dollars, over the next few years. It is critical for the faculty to communicate their priorities clearly to the library staff under the existing circumstances.

Electronic Equipment

There is a serious deficiency in computing equipment for both students and faculty in the PAP and there has been not budget for this equipment for the last four years. The faculty equipment is outdated and needs upgrading. Student lab facilities in the Department are very limited in terms of space and the quality. While there are facilities available on the North Miami Campus at the computer center, they are limited and are shared among students and faculty. This situation is particularly a problem in a program that emphasizes policy and quantitative analysis part of its core.

Support budget and personnel

The support personnel for the PAP--one senior secretary, two clerk typists, and several graduate assistants and work-study students--is inadequate to meet the educational, research, and public service demands placed on the faculty.

V. STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS

Strengths/Comparative Advantages:

- quality of faculty and program;
- good faculty morale and cohesiveness;
- good Departmental leadership and good management within existing resource base;
- reorientation of educational program to mix of management and policy analysis with emphasis on quantitative analysis;
- location of program in the Miami/Dade County Metropolitan Area;
- low cost of a quality program to students compared with educational alternatives in region and state;
- diversity of student body and graduates.

Weaknesses/Disadvantages:

- inadequate number of core faculty and too much reliance on adjuncts;
- inadequate computing, and staff support resources and limited library resources;
- low faculty salaries, especially at the junior level;
- progress which has been made in last 4-5 years is precarious because existing faculty are stretched much too thinly to fully meet research, educational--recruiting, advising, mentoring, teaching, placement--and public service responsibilities;
- insufficient faculty redundancy in some key areas, e.g., quantitative analysis, comparative administration, and budget analysis and too much overlap in some other areas;

- o too few full-time MPA students and students from outside of the region/state;

- o inadequate support for student recruitment activities and for full-time doctoral and MPA students.

Recommendations:

1. The PAP should be allowed to fill the two existing, vacant lines during the current academic year.

   Priority should probably be given to people in the budgeting, comparative administration and quantitative analysis areas at the assistant/associate professor level. If the PAP can hold on to their existing faculty and be assured that they can replace any vacancies which occur in the future, this would ease some of the resource and redundancy problems.

2. The University should give very strong consideration to either phasing out the BPA program over the next 2-3 years or shifting all of its instructional activities to the North Miami Campus.

   The recent experiences with concentrating education on the North Miami Campus in two other programs--Hospitality Management and Journalism--suggest that this can also be done successfully by the PAP. Because of the current policy of linking faculty staffing tightly to enrollments, the University would need to be strongly supportive of this change and prepared to give the PAP time to offset some of the enrollment loss through a properly expanded MPA and a newly initiated DPA program.

3. (The Lead Consultant was unable to dissuade the Campus Consultant from making the following recommendation. The Lead Consultant's view of this recommendation appears after the recommendation.)

   The PAP and the University should give serious consideration to initiating a DPA program.

   The incremental costs of implementing this option would be small. Assuming the total number of doctoral students remain approximately the same, the same faculty, staff and facilities can support both programs. The major **costs** would be the time and effort required to gain approval of this change and to adjust academic requirements and recruiting strategies. The potential benefits to the PAP, FIU and, indeed, the region are significant.

First, it increases the choices available to the faculty, doctoral students and their employers. It is clear that many of the present students entered the program with a view towards pursuing an administrative rather than an academic career. This option would give them, and their employers, a better opportunity to meet these career aspirations in a more timely and less costly fashion.

Secondly, it would enable the PAP to respond to what is probably a significant regional and state market for such training. If the previous recommendation to phase out the BPA is acted upon, total enrollment in the doctoral program could be expanded by some fraction to offset part of the loss, to the PAP, in undergraduate enrollments. (Most likely FIU would not loose undergraduate enrollments as many would probably major in other areas just as relevant to public sector employment, e.g. political science; economics; etc., as public administration.) An expanded doctoral program would also increase the overall visibility of the PPA and its professional linkages with national, state, and regional governments.

Finally, adoption of this option would permit a better focusing and more effective use of resources at the doctoral level and allow the faculty to spend more time providing 'research and teaching mentoring' (See the discussion on p. 5 above.) to the smaller number of Ph.D. students who have a real desire and demonstrated talent for academic careers in good institutions.

Lead Consultant's Demurrer

It is the Lead Consultant's view that it is unwarranted for a department to propose to offer <u>two</u> doctoral degree programs, especially in a period in which universities are encouraged to reduce program duplication and degree proliferation. It would take at least five years to implement a new doctoral degree. Given the present Ph.D. it is unlikely that such an initiative would be successful. There is nothing fundamentally wrong with the present Ph.D. program. If the faculty wish to develop a track in the Ph.D. program that is designed for practitioners or is less methodologically demanding, they may do so. A second doctoral degree is not the way to solve a relatively minor problem with the current degree.

4. The University must address some critical resource needs in the PAP whether or not the preceding recommended changes are introduced:

- Immediate attention needs to be given to the low salary levels, especially at the junior level. They simply are not competitive!

- Upgrading of computing facilities and software available to faculty and students.

- Increased financial support for students coupled with decentralizing decision-making on awards from the SPAS Dean's office to the Department.

- Additional professional staff support for the program.

- Additional incremental support for library resources for 3-5 years.

5. Over the longer term, the University should add additional faculty resources to bring the total staff to at least 15 with or without the recommended program changes. The PAP would then be comparable with other such established programs and be able to meet its teaching, research, and service obligations most fully.

6. The state should act on its plan to assign a larger fraction of its support funds for Institutes of Government to competitive awards.

Appendix A: Lead Consultant Vita

CURRICULUM VITA: H. GEORGE FREDERICKSON

PERMANENT

Edwin O. Stene Distinguished Professor of Public Administration
Department of Public Administration
The University of Kansas
Lawrence, Kansas 66045
Telephone: Office 913/864-3527 BITNET: GFRED@UKANVM
Home 913/843-9108 Internet: GFRED@UKANVM.CC.UKANS.EDU

President Emeritus
Eastern Washington University at Cheney and Spokane
Cheney, Washington 99004

PERSONAL DATA

Born July 17, 1937: Twin Falls, Idaho
Married: Mary Williams
Children: Thomas, Christian, Lynne, David

EDUCATION

B.A., Brigham Young University, 1959
Political Science, Accounting
M.P.A., University of California at Los Angeles, 1961
Public Administration
Ph.D., University of Southern California, 1967
Public Administration, Public Finance, Politics, Research Methods
Honorary Doctor of Law, Dongguk University, Seoul, Korea, 1980

PROFESSIONAL EXPERIENCE

1987-August to date. Edwin O. Stene Distinguished Professor of Public Administration, The University of Kansas, Lawrence, Kansas

1977-January to August 1987. President and Professor of Public Affairs, Eastern Washington University, Spokane, Washington

1974-August to December, 1976. Dean, College of Public and Community Services, University of Missouri-Columbia.

1973-August to August 1974. Associate Dean for Policy and Administrative Studies, School of Public and Environmental Affairs, Indiana University.

1972-August to August 1974. Chairman, Graduate Program, School of Public and Environmental Affairs, Indiana University.

1972-January-August. Fellow in Higher Education Finance Administration, University of North Carolina System.

1971-72. Associate Professor of Political Science (tenure), Syracuse University.

1970-72. Associate Director, Metropolitan Studies Program, Maxwell School, Syracuse University.

1967-71. Assistant Professor of Political Science, Maxwell School, Syracuse University.

1964-66. Lecturer in Government and Politics, the University of Maryland.

1962-64. Lecturer in Public Administration, University of Southern California.

1960-61. Research Assistant, Bureau of Governmental Research, University of California at Los Angeles.

1960. Intern, Los Angeles County.

PUBLICATIONS

Books, Monographs, Symposia and Special Issues

Suggested Library in Public Administration: With 1964 Supplement (with David Mars). Los Angeles: International Public Administration Center, University of Southern California, 200 pages.

Power, Public Opinion and Policy in a Metropolitan Community: A Case Study of Syracuse, New York (with Linda Schluter O'Leary). New York: Praeger, 1973.

Neighborhood Control in the 70's (Editor). San Francisco: The Chandler Press, 1973. A collection of original essays.

Editor, Special Issue of the *Public Administration Review* on "Citizens, Politics and Administration in Urban Neighborhoods," (October, 1972).

Measuring the Effects of Re-Apportionment in the American States (with Yong Hyo Cho). New York: National Municipal League, 1973.

Determinants of Public Policy in the American States: A Model for Synthesis (with Yong Hyo Cho). Beverly Hills California: Sage Professional Papers in Administrative and Policy Studies, 1973.

Symposium Editor, "Social Equity and Public Administration," *Public Administration Review*, January-February, 1974.

Symposium Editor, with Charles Wise, "Administering Public Policy," *Policy Studies Journal*, October, 1976.

Public Administration and Public Policy (Edited with Charles Wise), New York: Lexington Press, 1977. A collection of original essays.

Editor, issue of *The American Behavioral Scientist* (with Robert Agranoff) on Training Public Servants, Vol 21, No. 6 (July/August, 1978).

New Public Administration, University, Alabama: University of Alabama Press, 1980. Selected by *Choice*, the professional librarians review journal, as one of The Outstanding Academic Books of 1981-82. Also published in German, Japanese, Korean and Indonesian.

Co-Editor, (with Ralph C. Chandler), Special Issue of the *Public Administration Review*, "Citizenship and the Public Service." Volume 44, March, 1984.

Co-Editor, (with Richard Mayer), "Minnowbrook II," *Public Administration Review*, Volume 49, Number 2, entire.

Editor, *Ideal and Practice in Council-Manager Government*. Washington, D.C.: The International City Management Association, 1989. Second Edition to appear in 1994.

Editor, *Ethics and Public Administration*, Armonk, New York: M.E. Sharpe, due, 1993.

Editor, *Divided Public Policy: The Two States of Kansas*, University Press of Kansas, 1993.

Articles and Book Chapters

"Understanding Attitudes Toward Public Employment," *Public Administration Review*, XXVII (December, 1967), 411-420.

"Human Resources in Public Organization, *International Review of Administrative Sciences*, (Winter, 1967), 336- 344.

"Comparing Attitudes Toward Water Pollution in Syracuse," (with Howard Magnas) *Water Resources Research*, (October, 1968), 877-889. Reprinted in Dennis Thompson (ed.) *Politics, Policy and Natural Resources*, (Free Press), 1972, 264-281.

"Self-Study Guide on Comparative Urban Politics and Administration," (with Michael Gleason) The University of the State of New York; the State Education Department, Foreign Area Materials Center, June, 1972, 37 pages.

"Organization Theory and New Public Administration," in *Toward a New Public Administration* (Frank Marini, ed.), Chandler Press, 1971. Reprinted in Fred A. Kramer (ed.) *Perspectives on Public Bureaucracy*, (Cambridge, Mass.: Winthrop Publishers, Inc. 185-199). Also reprinted in Jay M. Shafritz & Albert C. Hyde (eds.) *Classics of Public Administration*, (Oak Park, IL: Moore Publishing Company), 391-405.

"Exploring Urban Priorities: The Case of Syracuse," *Urban Affairs Quarterly*, V (September, 1969), 32-43.

"State Budgeting and the Federal-State Interface," *Budgeting for Responsible State Government*, Lexington, KY: Council of State Governments, 1969, 9-16.

"Role Occupancy and Attitudes Toward Public Labor Relations," *Administrative Science Quarterly*, IV (December, 1969), 595-606.

"Developing Socio-Emotional Training Theory," (with Kent Colton) *Business and Economic Perspectives*, (November, 1969), 12-18.

"Education for the Personnel Function," *Indian Administrative Review*, (January, 1969). Reprinted in *Public Personnel*

Administration--Threshold or Crossroad? (Chicago: Public Personnel Association).

"The New Public Administration: Emergence of a Social Equity Ethic," *Connecticut Government*, (February/March, 1971).

"Sixties Reapportionment: Victory or Delusion?" *National Civic Review*, (Winter, 1971).

"Recovery of Structure in Public Administration," Washington, D.C., Center for Governmental Studies, 1970, Pamphlet #5, 17 pages. Reprinted in part in Frederick A. Thayer, *An End to Hierarchy! An End to Competition!* New York: Franklin Watts, Publishers, 1973.

"New Public Administration and Organization Structure," (with Henry Anna), *Public Management*, (July, 1971).

"Creating Tomorrow's Public Administration," *Public Management*, (November, 1971). Reprinted in Jae T. Kim, *New PersPectives in Public Management*, MSS Information Corporation, 1973, 219-229, and reprinted in Robert Golembiewski, Frank Gibson and Geoffrey Cornog, Editors. *Public Administration: A Reader*.

Guest Editor, November, 1971, issue of *Public Management*.

"Apportionment and Legislative Responsiveness to Policy Preferences in the American States," (with Yong Hyo Cho), *Annals of the New York Academy of Sciences*, (Volume 219, November 9, 1973). pp. 248-268.

"Comments on Banovetz', Attracting and Stimulating a New Generation of Urban Administrators'," in Frederick J. Cleveland and Thomas J. Davy (eds.), *Education for Urban Administration*, Philadelphia: The American Academy of Political and Social Science.

"Legislative Apportionment and Fiscal Policy in the American States," (with Yong Hyo Cho), *Western Political Quarterly*, (March, 1974), pp. 5-37.

"Strategy for Development Administration," *Journal of the Community Development Society*, (June, 1975), pp. 88-101.

"The Lineage of New Public Administration," *Administration and Society*, V111, No. 2, (August, 1976), reprinted in *The Dimensions of Public Administration: Introductory Readings*, Joseph A. Uveges, Editor. Boston: Allyn and Bacon, 1979, 20-41.

"Public Administration in the 1970's: Developments and Directions," *Public Administration Review*, XXXVI, (September-October, 1976), 564-576, reprinted in *The Dimensions of Public Administration: Introductory Readings*, Joseph A. Uveges, (ed.) Boston: Allyn and Bacon, 1979, 20-41.

"Institutional Administration in Higher Education: Statics and Dynamics," *Planning for Higher Education*, (April, 1978).

"Planning Tomorrow's Personnel System (If It Ain't Broke, Don't Fix it)," *The Journal of the College and University Personnel Association*, Vol. 30, No. 1, Spring, 1979, 38-41.

"The Recovery of Civism in Public Administration," *Public Administration Review*, Nov.-Dec. 1982, (No. 6) pp. 501-508; reprinted in *Liberal Education*, Winter, 1982, pp. 343-358.

"The Recovery of Civism in Public Administration,' Alan H. Jones, Ed., *Civic Learning For Teachers: Capstone for Educational Reform* (Proceedings of the Seminar on Civic Learning in the Education of the Teaching Profession, Nov. 11-13, 1984. Hoover Institution, Stanford University) Ann Arbor, Michigan: Prakken Publications, 1985, pp. 130-138.

"The Public Service and the Patriotism of Benevolence," with David K. Hart, *Public Administration Review*, Vol. 45, No. 5, Sept.-Oct. 1985, pp. 547-553.

"Citizenship, Social Equity and Public Administration," Robert B. Denhardt and Edward T. Jennings, Jr. (editors). *The Revitalization of The Public Service*, Columbia, Missouri: University of Missouri Press, 1987, pp. 25-38.

"Nursing Administration as Public Administration," *Dimensions of Nursing Administration*. Henry, Beverly, et. al., (editors), Boston: Blackwell Scientific Publications, early 1988, pp. 225-234.

"The Political Context of Program Management: How Politics effects Public Programs," in Robert E. Cleary and Nicholas L. Henry, Editors, *Managing Public Programs: Balancing Politics*, Administration and Public Needs, San Francisco: Jossey-Bass Publishers, 1988, pp. 11-36.

"Minnowbrook II: Changing Epochs of Public Administration," *Public Administration Review*, Volume 49, Number 2 (March-April 1989), pp. 95-100.

"Finding the Public in Public Administration," Robert B. Denhardt and William H. Stewart, Editors, *Executive Leadership for the Public Service* (University, Alabama: University of Alabama Press 1992).

"Public Administration and Social Equity," *Public Administration Review*, Vol. 50, Number 2, March/April, 1990, pp. 238-237. Reprinted in Robert Denhardt and Barry Hammond (Eds.), *Public Administration in Action*, (Pacific Grove, CA: Brooks/Cole Publishing, 1992).

"Toward a Theory of the Public for Public Administration," *Administration and Society*, Vol. 22 (4), February, 1991, pp. 395-417.

"Social Equity For Administration of Health Services," with Beverly Henry, in B. Henry, J. Negelbert and R. Hayden, Editors, *Practice and Inquiry for Nursing Administration*, (Kansas City, MO: American Academy of Nursing, 1991).

"Elmer B. Staats: Government Ethics as Practice," in Terry Cooper and Dale Wright, *Moral Exemplars in Public Service* (San Francisco: Jossey-Bass Publishers, 1992).

"Research and Knowledge in Administrative Ethics," in Terry L. Cooper, Editor, *Handbook of Administrative Ethics* (New York: Marcel Dekker, 1993).

"Can Public Officials Correctly Be Said to Have Obligations to Future Generations," *Public Administration Review*, forthcoming.

MAJOR SPEAKER OR PAPER PRESENTED

"The Determinants of Attitudes Toward Public Employment," 1967 ASPA Conference, San Francisco.

"Public Employee Militancy: Attitudes, Politics and Bargaining," 1968 ASPA Conference, Washington, D.C.

"Is the Minnowbrook' Perspective Representative?" (with Frank Marini), 1969 ASPA Conference, Miami.

"Education for the Personnel Function," 1969 Public Personnel Association National Conference, Detroit.

"Legislative Appointment and Public Policy in the American States," (with Yong Hyo Cho), 1970 ASPA Conference. Los Angeles.

"New Public Administration: Its Relevance for Schools and Curricula," (with Frank Marini), 1971 Conference on the National Association of Schools of Public Administration and Affairs, Boulder.

"A Re-Evaluation of the Concept of Community in American Thought," 1971 ASPA Conference, Chicago.

"Theory and Meta-Theory in New Public Administration, May 1973 Conference of the Midwest Political Science Association, Chicago.

"Strategy for Development Administration," University of Witeswaterstrand, Johannesburg, South Africa, December, 1974.

"Value Premises for Public Policy Planning, University of Akron, May, 1975.

"The Future of Public Service Education," University of California-lrvine, and Kent State University.

Distinguished lecturer in Public Administration, University of Alabama, October 24-27, 1977.

"Manpower for an Uncertain Future," Mexico City, February 18-20, 1979. Conference on Issues in International and Comparative Manpower Studies sponsored by the National Institute of Public Administration of Mexico and the National Institute of Public Management, Washington, D.C.

"The Future of Public Management,N Fall, 1980, Indiana University, Florida International University and the University of Alabama at Montgomery.

"The Regulatory Process in the United States," December 7-11, 1980, Paris, France, Conference on American and French National Administration sponsored by the French International Institute for

Administration and the National Institute for Public Management, Washington, D.C.

"Citizenship, Social Equity and Public Administration," National Conference on the Revitalization of the Public Service, Lake of the Ozarks, Missouri, Oct. 25-28, 1984.

"Public Administration and Patriotism, Annual Frank Church Symposium on Public affairs, Boise State University, Spring 1984.

"Public Administration and Social Equity," at 13 universities in Seoul, Korea, Spring, 1990.

"Housing Policy as an Issue in Social Equity," paper presented at the Conference on Housing and Community, Brigham Young University, Provo, Utah. September 26-27, 1991.

"Changes in American Local Government," plenary Speech, Conference on Governing Local America. Cleveland State University, April 1993.

"The Reinventing Government Perspective," opening plenary speech Annual Conference, National Association of State Budget Officers, Reno, Nevada, August 1993.

Numerous speeches on higher education to civic and business groups.

CURRENT WRITING AND RESEARCH

A book-length manuscript on public responsibility.

EDITORIAL BOARDS

Board of Editors, *Public Administration Review*, 1968-70.

Research Editor, *Public Administration Review*, 1970-76.

Editor, *SAGE Professional Papers in Administrative Sciences*, 1972-1976.

International Editor Advisory Board, *SAGE Public Administration Abstracts*, Present.

Editorial Board, *Policy Studies Journal*, Present.

Editorial Board, *International Journal of Public Administration*, Present.

Editorial Board, *Annals of Public Administration*, Present.

Editorial Board, *Education and Urban Society*, Present.

Chairman, Advisory Board, *Public Administration Times*, 1978-1983.

Editor-in-Chief, *Journal of Public Administration Research and Theory*, 1991-date. Sponsored by the Universities of Kansas, Pittsburgh, Southern California and Syracuse Universities, Published quarterly, first issue, Jan. 1991, continuing.

OTHER PROFESSIONAL ACTIVITIES

President, 1976-1977, American Society for Public Administration.
--reorganized the dues structure putting ASPA on a sound fiscal footing.
--established the *Public Administration Times*, the semi-weekly newspaper for people in public administration.
--redrafted the ASPA constitution and had it approved by ASPA membership.

National Council, American Society for Public Administration, member 1970-1973, 1975-81.
--Executive Committees
--ASPA Goals Committee
--Committee on Minority Group Concerns in Public Administration
--Organized "The Unconvention" at 1970 and 1971 ASPA Conferences
--Speeches to several ASPA Chapters on New Public Administration
--Chairman, Program Committee, 1972 ASPA Conference, New York City
--Chairman, Proposals and Plans Committee, 1972
--Member, Nominating Committee (Chairman 1980), 1978, 1979, 1980, 1982
--Member, Public Administration Centennial Agendas Committee, 1986-88
--Member, ASPA Awards Committee, 1986, 1987
--Member, ASPA Commission on the Future, 1990

Chairman, Policy Committee, Consortium on Education for Public Service, 1974 to 1977.

Chairman, ASPA Committee on University/Government Relations, 1973 to 1975.

Co-Host, 1968 Minnowbrook Conference on New Public Administration.

Host, with the Center for Governmental Studies, Conference on Neighborhood Control and New Public Administration, Boulder, Colorado, 1970.

Task Force for Education for Personnel Administration, Public Personnel Association, 1971.

Executive Committee, National Institute of Public Management 1977 to present.

Member, Council for Postsecondary Education, State of Washington, 1978-1979 and 1984-85.

Organizer and Host, National Conference on Citizenship and Public Service, New York City, April 14-16, 1983.

Member, Washington State Interagency Economic Development Coordination Council, 1984.

Member, Urban Universities Committee, American Association of State Colleges and Universities, 1981 to 1987.

Member, Commission on Peer Review and Accrediting, National Association of Schools of Public Affairs and Administration, 1985-88.

Commissioner, Government Ethics Commission. 1988-1992.

Organized Minnowbrook II, a Conference on the Future of Public Administration, sponsored by Syracuse University, University of Akron and the University of Kansas, Sept. 1988.

Organized the first Conference on the Study of City Management and the Council-Manager Plan, sponsored by the International City Management Association and the University of Kansas, November, 1988.

Chairman, Executive Committee, Section on Public Administration Research, American Society for Public Administration, 1989-90. Secretary-Treasurer, 1989-date.

Co-organizer (with Bayard Catron and Shirley Wester) of the National Conference on Government Ethics, Sponsored by American Society for Public Administration, November, 1989.

Organized, First Annual Symposium on Public Administration Research, Los Angeles, April, 1990.

Chairman, Organizing Committee, National Conference on the Study of Government Ethics, June 1991, Park City, Utah.

Chairman, 1991, Herbert Kaufman Award Selection Committee, Section on Public Administration, American Political Science Association.

Organized, Berkeley Symposium on Public Management Research, co-sponsored by the Section on Public Administration Research of ASPA, the Graduate School of Public Policy at the University of California-Berkeley and the *Journal of Public Administration Research and Theory*, July 1993, Berkeley.

OTHER UNIVERSITY ADMINISTRATIVE ACTIVITIES

University of Kansas:
--Director, Kansas Policy Forum, 1990-1992
--Organize, Spring Managers Conference, 1989-1993
--Member, Policy Committee, Environmental Studies Program

University of Missouri:
--Chairman, Executive Policy Committee, Older Missourian Programs
--Member, Policy Committee, Center for Aging Studies
--Member, Executive Committee, Rural Development Program
--Member, Graduate Faculty
--Member, Doctoral Faculty
--Member, Policy Advisory Board, Alcoholism Program

Indiana University, School of Public and Environmental Affairs:
--Member, Executive Committee, Poynter Project on the Media and the Credibility of American Institutions
--Chairman, Promotion and Tenure Committee
--Chairman, Graduate Committee
--Co-Chairman, Task Force on Faculty & Staff Search
--Member, Administrative Council
--Member, Research Committee
--Member, Teaching/Learning Excellence Committee
--Member, Urban Affairs Executive Committee

Syracuse University:
--Academic Senate, 1970-71
--Placement Coordinator, Department of Political Science,1967-70
--Member, MPA Curriculum Revision Committee

--Member, PH.D. in Public Administration Curriculum Revision Committee

RECOGNITIONS

Pi Sigma Alpha, Phi Eta Sigma, Phi Kappa Phi, Alpha Kappa Psi, Pi Alpha Alpha, Phi Beta Delta.

National Defense Education Act Fellow, Title IV, 1961-1963.

John Randolph and Dora Haynes Foundation Fellow, 1963-1964.

Who's Who in the United States, 1978-date.

Fellow, National Academy of Public Administration, 1979-. (Chartered by the Congress of the U.S., 1984)

Distinguished Alumnus, Brigham Young University, 1980.

Silver Beaver, Inland Empire Council, Boy Scouts of America, 1983.

Benjamin P. Cheney Medal, Eastern Washington University, 1987.

Distinguished Fulbright Lecturer, South Korea, Spring, 1990.

Honorary Member, International City Management Association, 1990

Distinguished Research Award, co-sponsored by the American Society for Public Administration and the National Association of Public Affairs and Administration, 1990.

Dwight Waldo Award, presented by the American Society for Public Administration for outstanding contribution to the professional literature of public administration over a career, 1992.

COMMUNITY ACTIVITIES

Vice President, Inland Empire Council, Boy Scouts of America, 1980-1984.

Executive Committee, United Way of Spokane, 1978-1980.

Chairman, Spokane Century II (a citizen's committee on economic development and governmental effectiveness in Spokane County), 1980-1985.

Appendix B: Public Administration Program Review Consultants

H. George Frederickson,
University of Kansas, — Lead Consultant

Frank Thompson
State University of New York
at Albany, — Florida State University

Thomas Vocino,
Auburn University at Montgomery, — University of South Florida

Guenther G. Kress,
California State University
at San Bernardino, — University of West Florida

Edward T. Jennings, Jr.,
University of Kentucky, — University of Central Florida

Jack Rabin,
The Pennsylvania State
University-Harrisburg, — Florida Atlantic University

Gordon Whitaker,
University of North Carolina, — University of North Florida

Lloyd Vaughn Blankenship,
University of Illinois-
Chicago, — Florida International University

Appendix C: University Faculty and Board of Regents Coordinators

The university faculty and administration coordinators and the Board of Regents program review coordinators for each institution were:

Dr. Bart Weschler Dr. Angela Lupo-Anderson	Florida State University
Dr. John Daly Dr. Kathleen Moore	University of South Florida
Dr. Katie Keeton Dr. Carl Backman	University of West Florida
Dr. Robert Denhardt Dr. Frank Juge	University of Central Florida
Dr. Khi Thai Dr. Mantha Mehallis	Florida Atlantic University
Dr. Henry Thomas Ms. Linda McClintock	University of North Florida
Dr. Harvey Averch Dr. Judy Blucker	Florida International University
Ron Nelson	Board of Regents Program Review Coordinator

Appendix D: Site Visit Schedule

University of North Florida, Tuesday and Wednesday, Oct. 12-13, 1993

Florida State University, Wednesday and Thursday, Oct. 13-14, 1993

University of West Florida, Thursday and Friday, Oct. 14-15, 1993

Florida International University, Monday and Tuesday, Nov. 1-2, 1993

Florida Atlantic University, Tuesday and Wednesday, Nov. 2-3, 1993

University of South Florida, Wednesday and Thursday, Nov. 3-4, 1993, and

University of Central Florida, Thursday and Friday, Nov. 4-5, 1993.

MISSION OF THE COLLINS CENTER FOR PUBLIC POLICY

The Collins Center for Public Policy seeks to focus the best available minds on visionary ways of meeting public needs in the State of Florida through a nonpartisan search for truth.

Using public and private resources, the Center works with and through the State University System, private organizations and government institutions to chart a positive and realistic course for the state's public policy.

In all areas of its work, the Collins Center seeks to help Florida's citizens and their leaders to define shared values and visions and, in the process, to decide on shared goals for the future. "Choosing a Future for Florida" is a consistent theme running through all of the work of the Collins Center. It seeks, in the midst of Florida's wide and dynamic diversity, to help Floridians develop a strong sense of community.

The Collins Center works through a network of private and public people and organizations to:

-Generate and critique bold and visionary **ideas** for Florida's future;

-Build public understanding, and gauge public tolerance, of important choices among competing ideas through ongoing and energetic **public dialogue**

-Test promising ideas with careful **research and demonstration** projects; and

-Promote the best ideas for widespread adoption by public agencies and private organizations through **public communications** programs.

The Collins Center has a private, independent board, staff and funding and also works with and through others, especially the State University System, in partnerships to fulfill joint missions.

Thus far the activities of the Collins Center include:

1. Criminal Justice Sentencing and Sanctioning Project
2. Miami Equal Opportunity Project
3. Weighing the Choices of Alternative Public Policies
4. State of the State Report: Legislative Briefings